ECAR 2013
Study of Students and Technology

The University of North Carolina at Pembroke

Participant (N=445) characteristics

- **Gender**
  - Male, 25.1%
  - Female, 73.4%
- **Age**
  - 18 to 24, 58.4%
  - 25+, 41.6%
- **Class**
  - First year, 18.9%
  - Sophomore, 15.5%
  - Junior, 31.2%
  - Senior, 29.4%
  - Other, 4.9%
- **Full-/part-time status**
  - Part-time, 20.1%
  - Full-time, 79.9%
- **Race/ethnicity**
  - Euro-American, 50.3%
  - African American, 26.4%
  - Hispanic, 6.4%
  - American Indian, 17.1%
  - Asian, 2.7%
  - Other/Prefer not to answer, 7.1%
- **Live on/off campus**
  - On campus, 31.0%
  - Off campus, 69.0%

DEVICE USE AND OWNERSHIP

Slides 5 to 8

Devise use and ownership

Laptops

- 92.8% of respondents report owning laptops
- Most, 84.5%, have Windows OS on the laptops they own (followed by MacIntosh, 14.3%)
- 89.6% report that laptops are very or extremely important to their academic success

Tablets

- 35.5% of respondents report owning tablets
- Most, 46.8%, have iOS on the tablets they own (followed by Android, 27.5%)
- 20.6% report that tablets are very or extremely important to their academic success

Devise use and ownership

Smartphones

- 72.1% of respondents report owning smartphones
- Most, 53.3%, who own them have Android smartphones (followed by iPhones, 40.5%)
- 35.4% of report that smartphones are very or extremely important to their academic success

Dedicated e-readers

- 14.2% of respondents report owning dedicated e-readers
- Most, 52.4%, use Kindle (followed by Nook, 30.2%)
- 5.8% report that dedicated e-readers are very or extremely important to their academic success

Devise use and ownership

- **Desktop computers**
  - 44.9% of respondents report owning desktop computers
  - Most, 92.4%, who own desktops have had a Windows OS (followed by Macintosh, 5.6%)
  - 39.2% report that desktop computers are very or extremely important to their academic success

Use	Percent of respondents who checked this usage
Convenience	48.6%
Access library resources	43.8%
Access printing services	53.9%
Access specialty software	25.6%
Access specialty hardware	11.4%
Access to faster or more stable Internet connectivity	22.6%
Use a designated workspace	23.5%
Build academic social networks	6.4%
Don’t use a desktop provided by my institution	29.2%

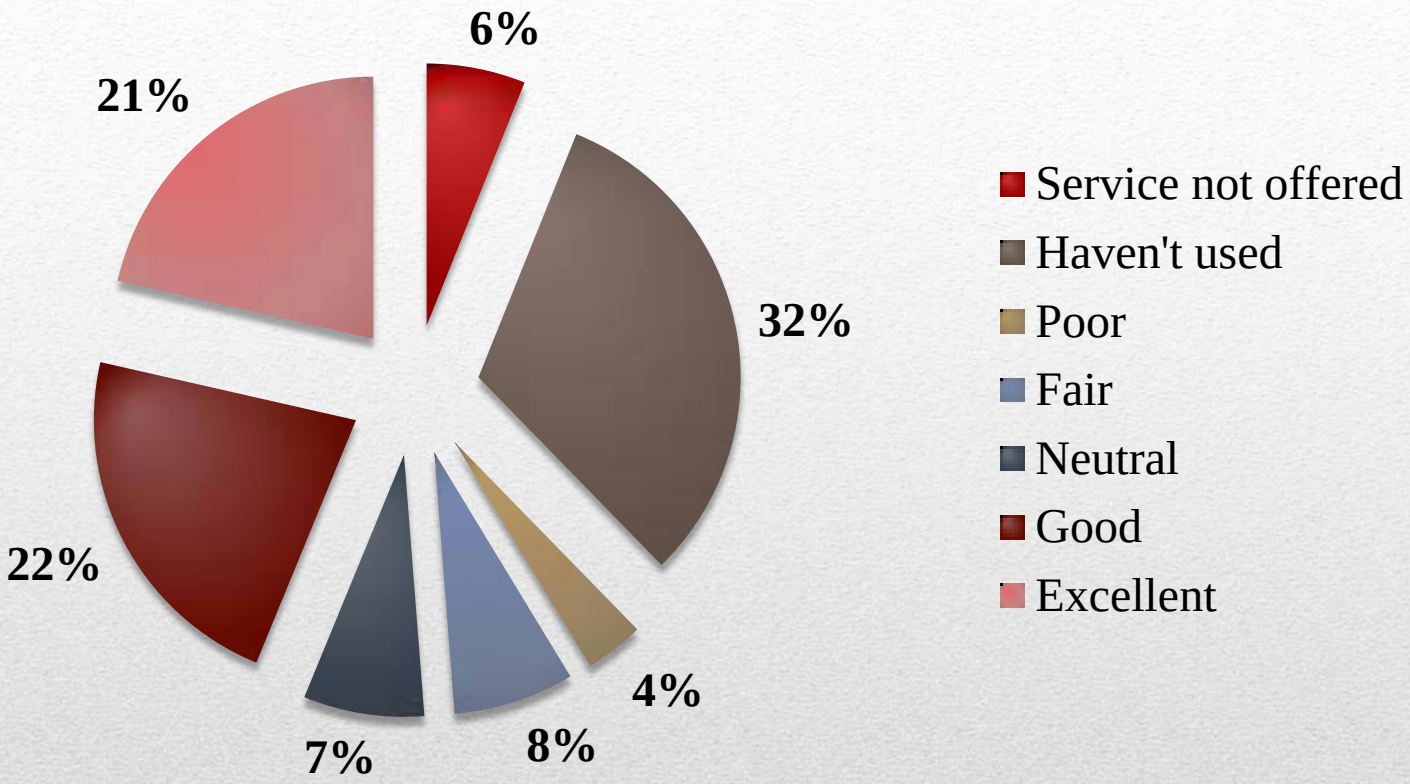
If you use a desktop computer provided by your institution, in what ways or for what purposes do you use it?

Device	Percentage
Netbook	10.1%
Printer	87.0%
Portable data storage device (e.g., thumb drive, portable hard drive)	75.3%
Dedicated digital camera or digital video camera (not part of another device)	19.2%
MP3 player/music device (other than iPod Touch)	21.4%
Handheld mobile device that is not a phone (e.g., iPod Touch)	17.1%

Percent reporting these other devices are very or extremely important to their academic success

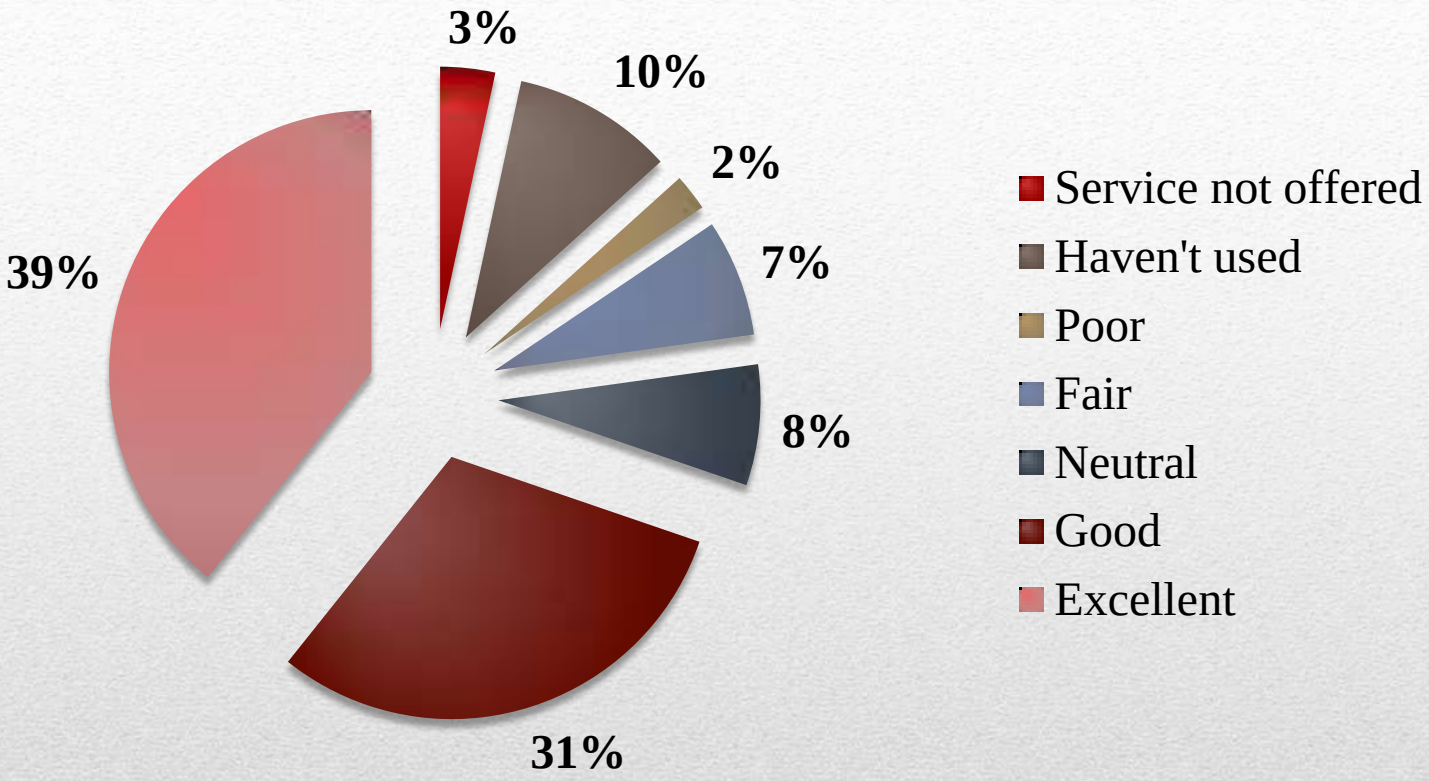
TECHNOLOGY AND THE COLLEGE/UNIVERSITY EXPERIENCE

Slides 10 to 49



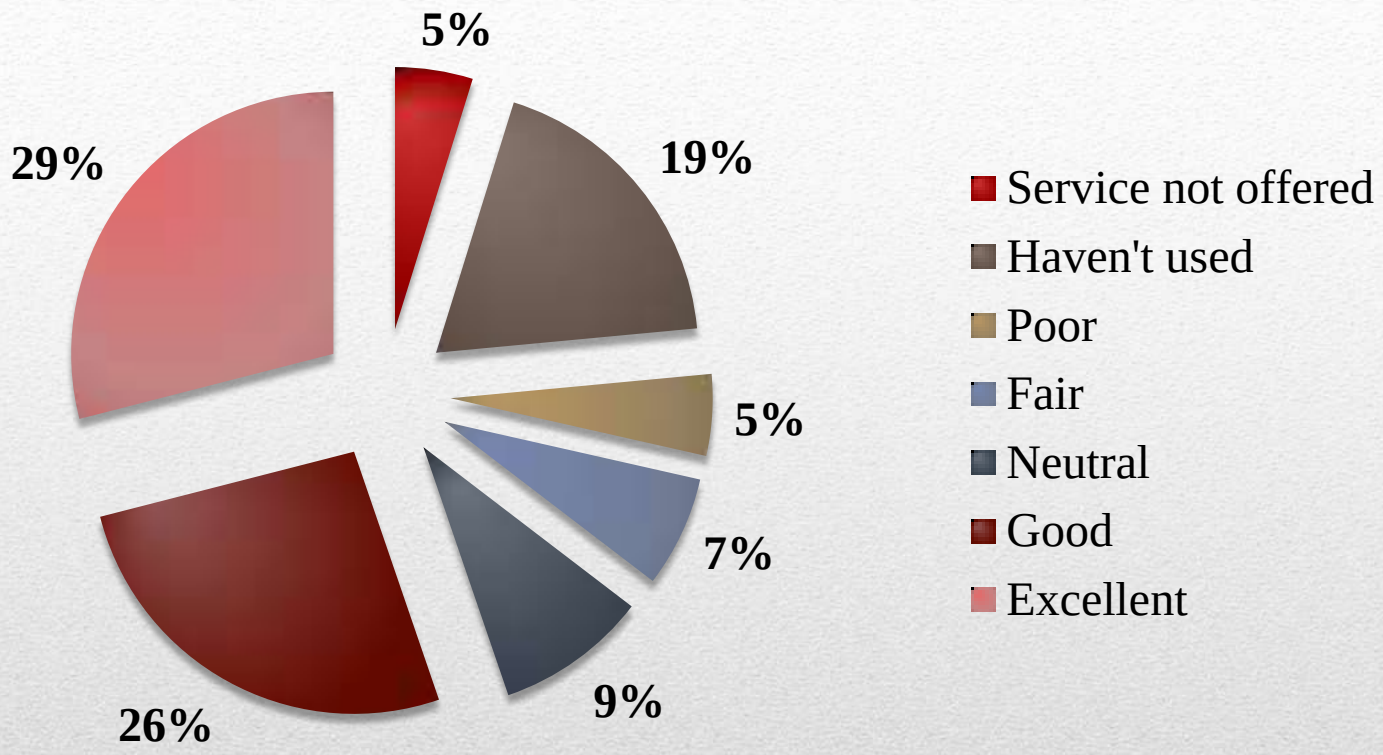
Thinking about the past year, please rate your institution's support for the following activity from a mobile device:

Accessing library resources



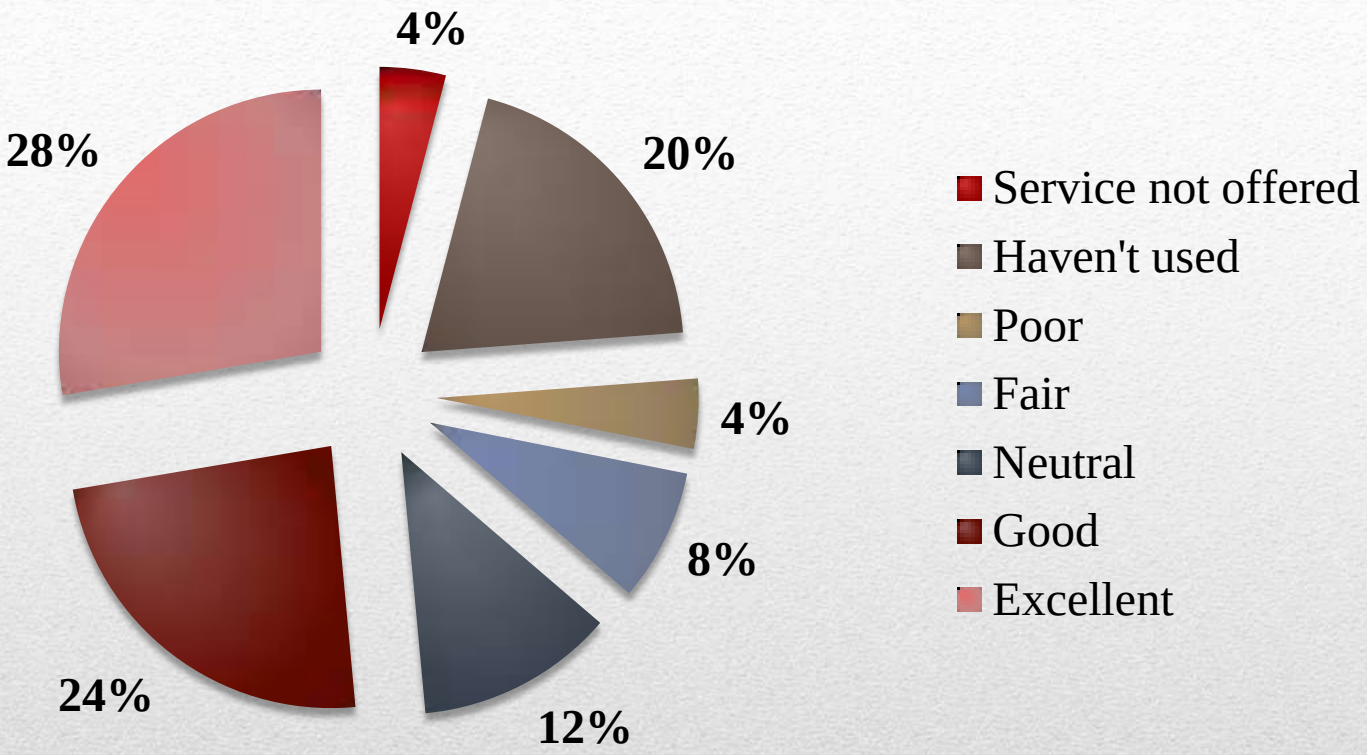
Thinking about the past year, please rate your institution's support for the following activity from a mobile device:

Checking grades



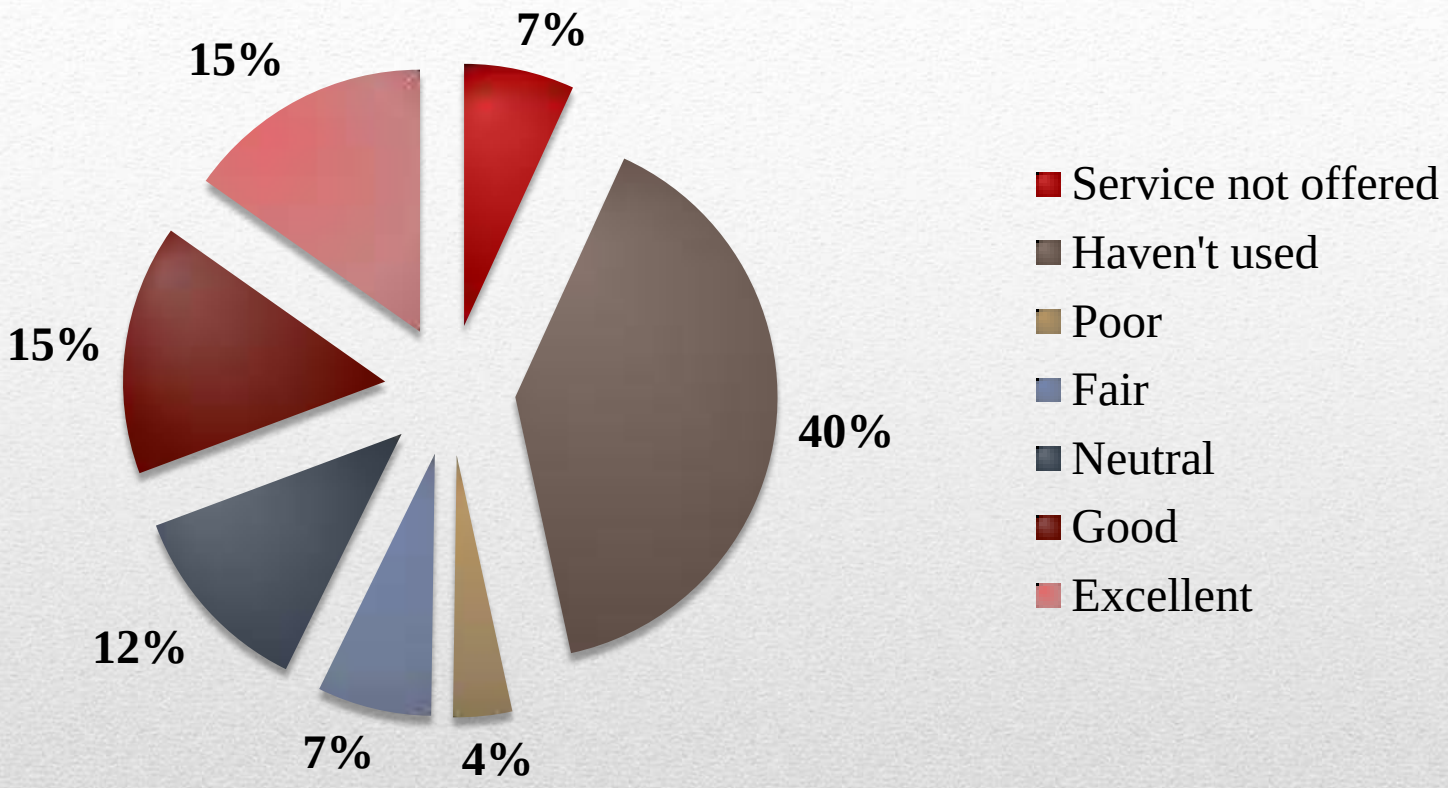
Thinking about the past year, please rate your institution's support for the following activity from a mobile device:

Registering for courses



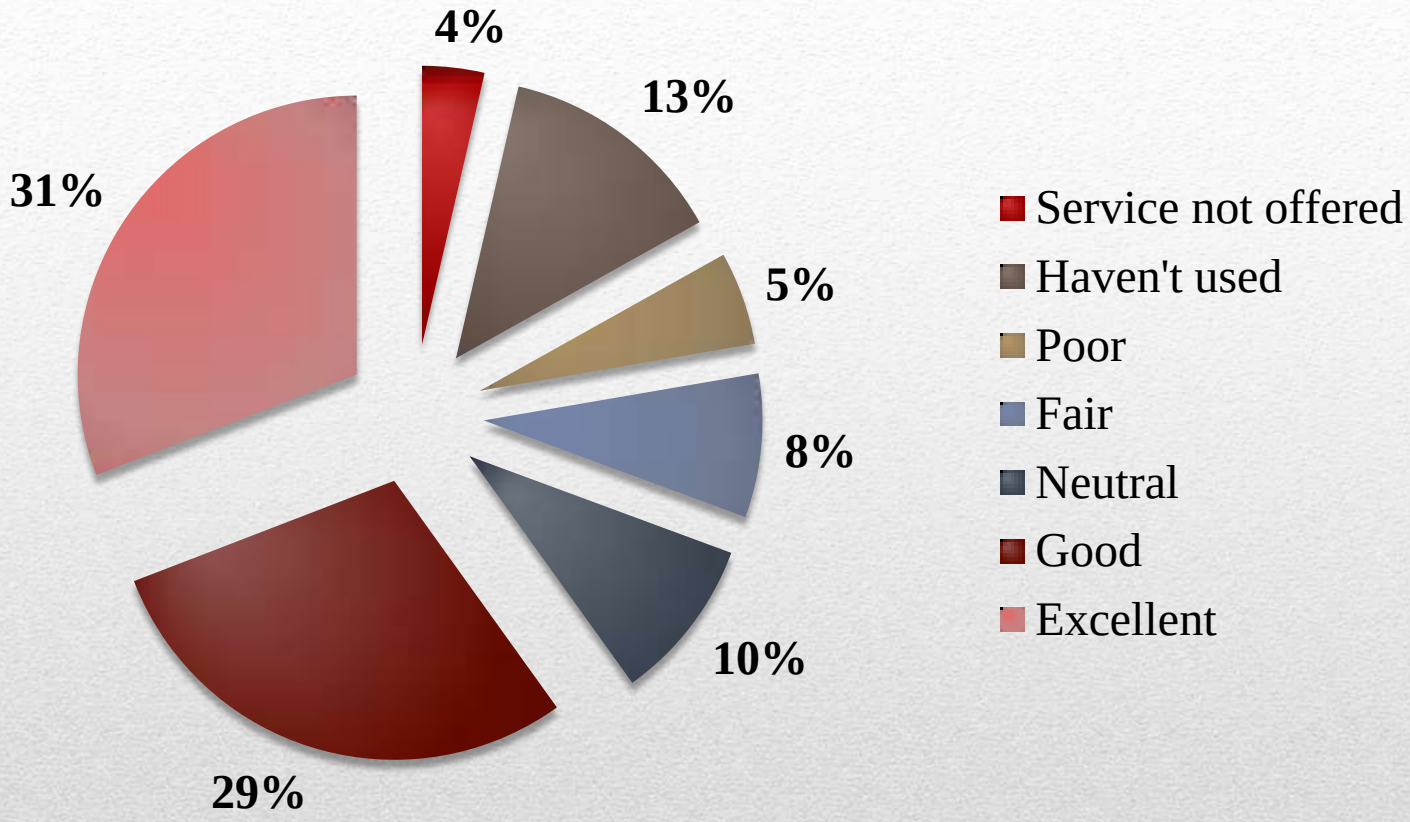
Thinking about the past year, please rate your institution's support for the following activity from a mobile device:

Accessing financial aid information



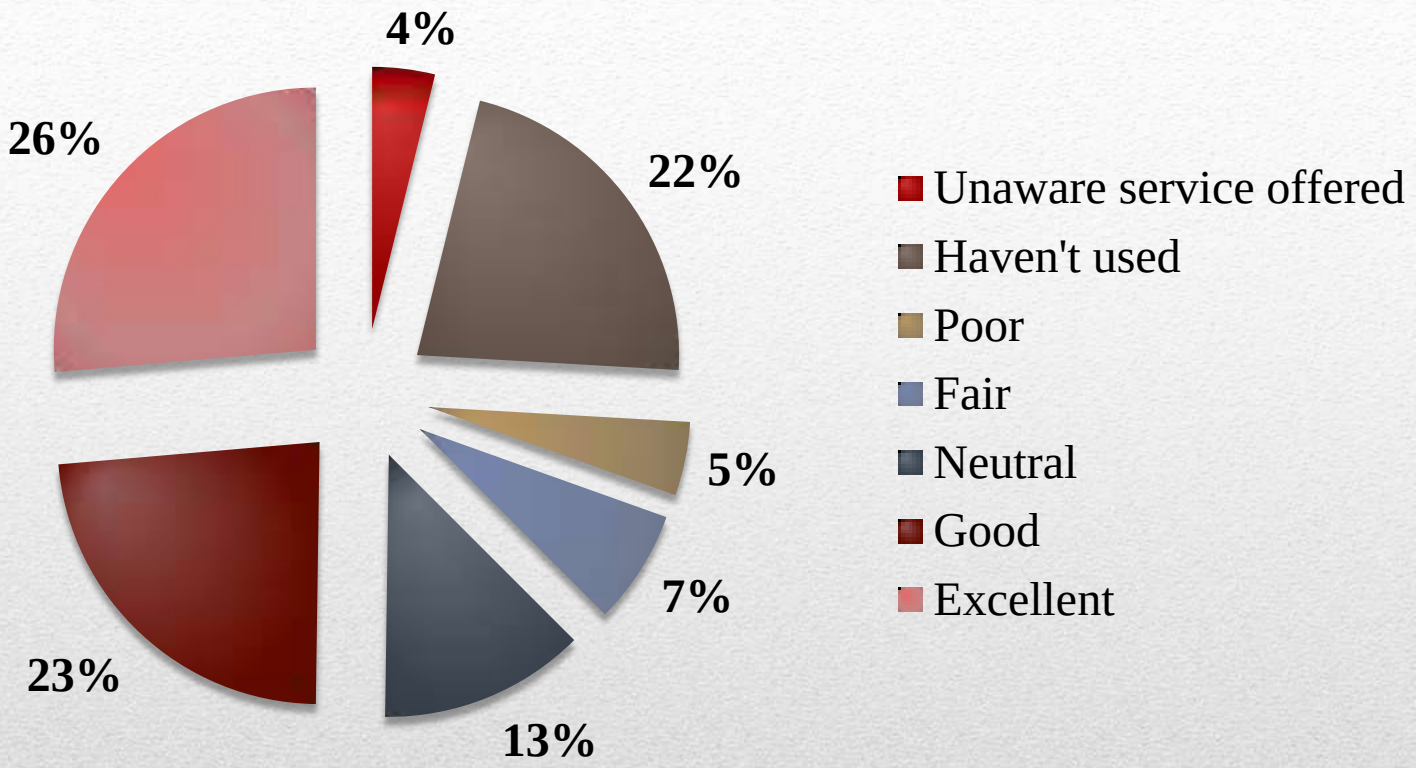
Thinking about the past year, please rate your institution's support for the following activity from a mobile device:

Ordering transcripts



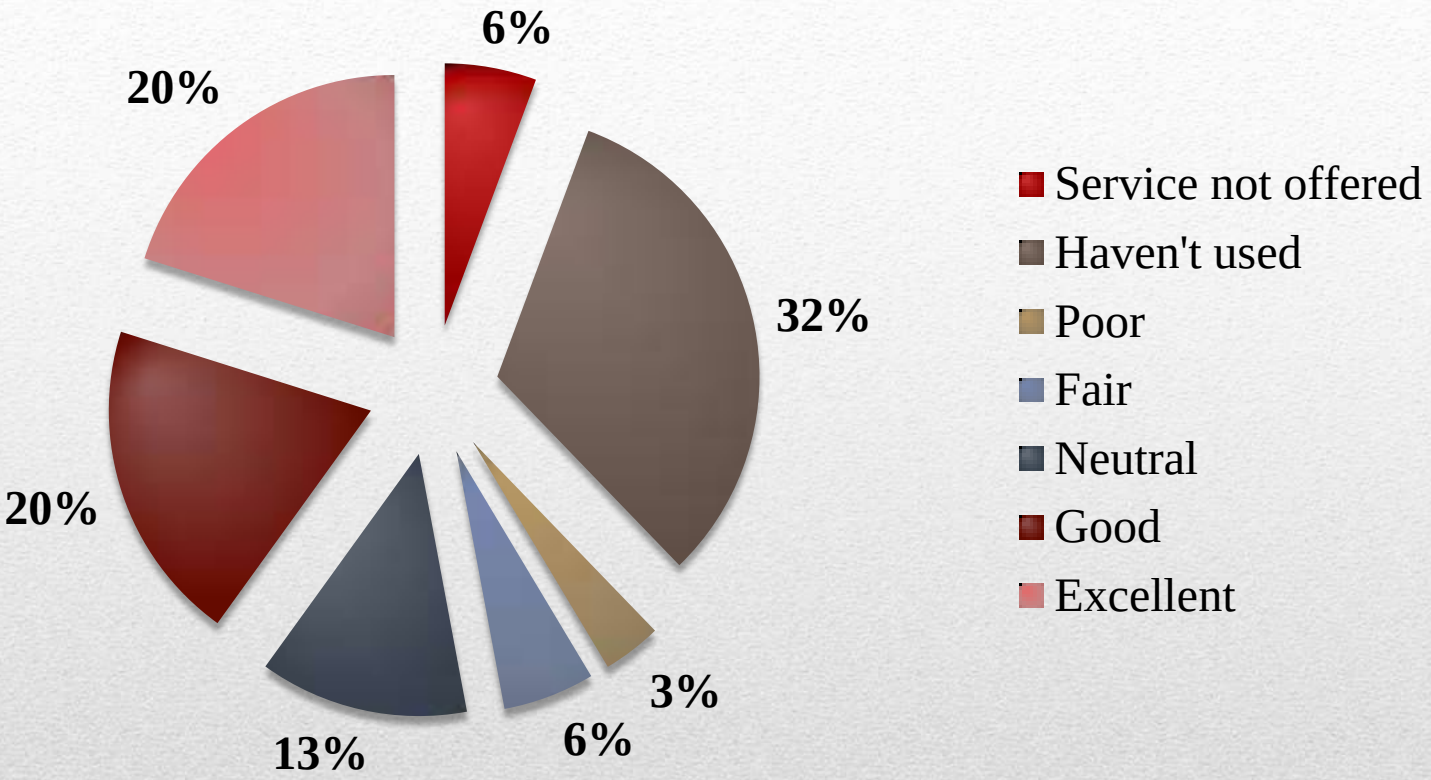
Thinking about the past year, please rate your institution's support for the following activity from a mobile device:

Using the CMS/LMS

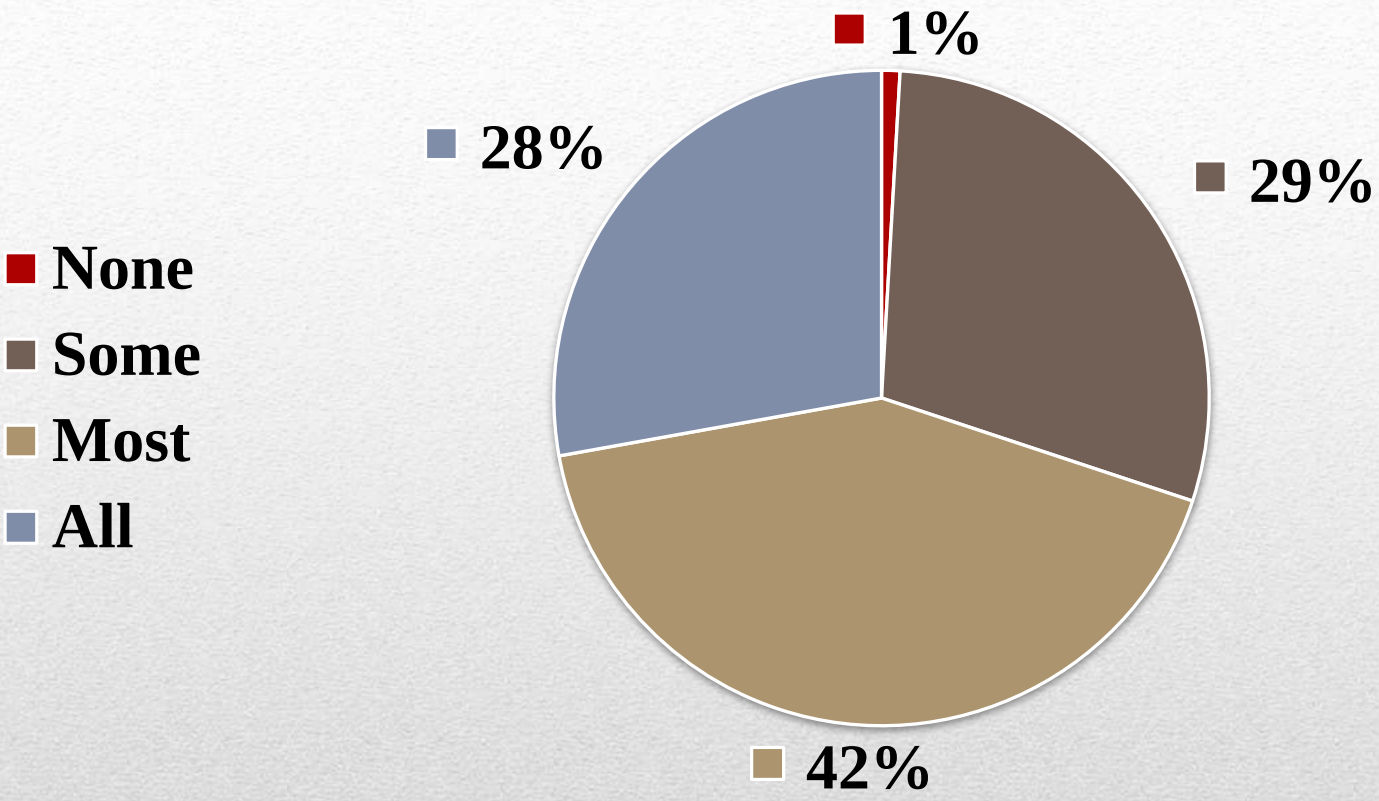


Thinking about the past year, please rate your institution's support for the following activity from a mobile device:

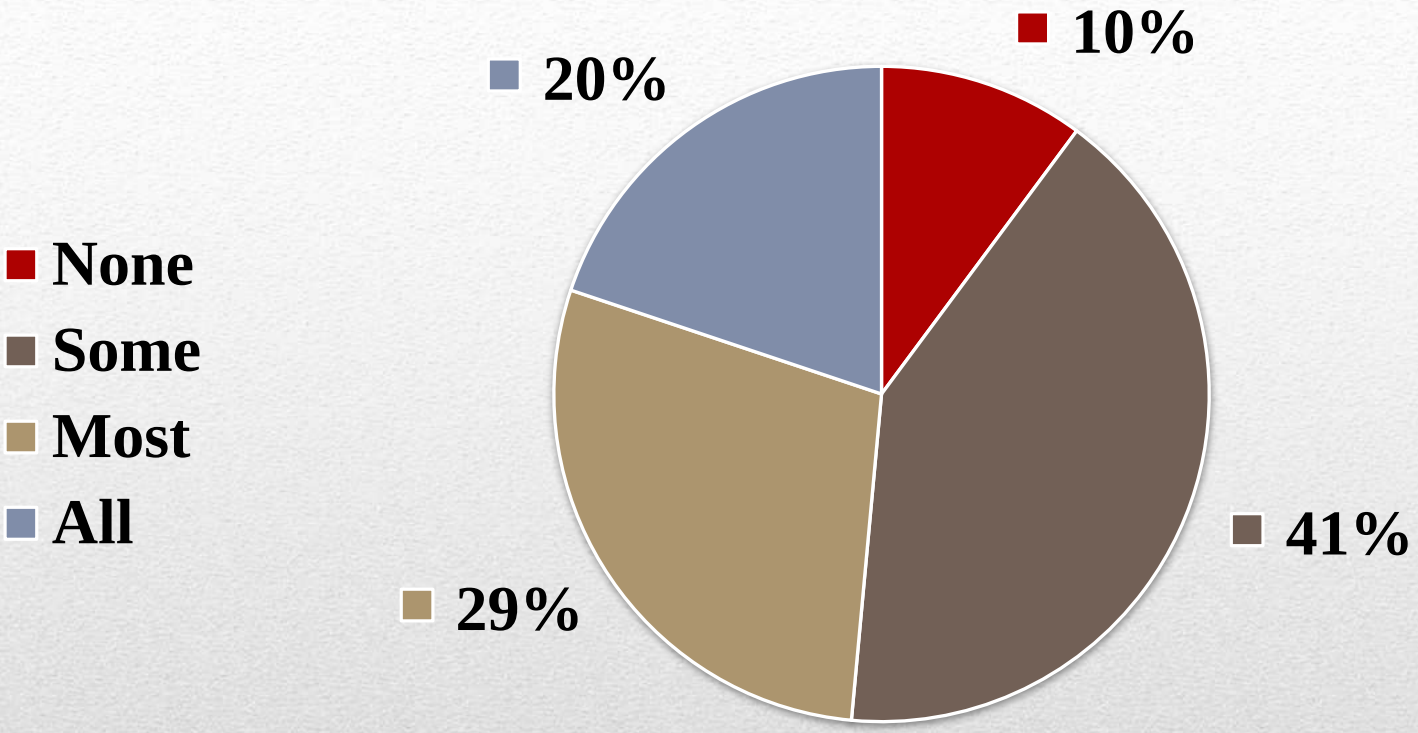
Accessing event and club information



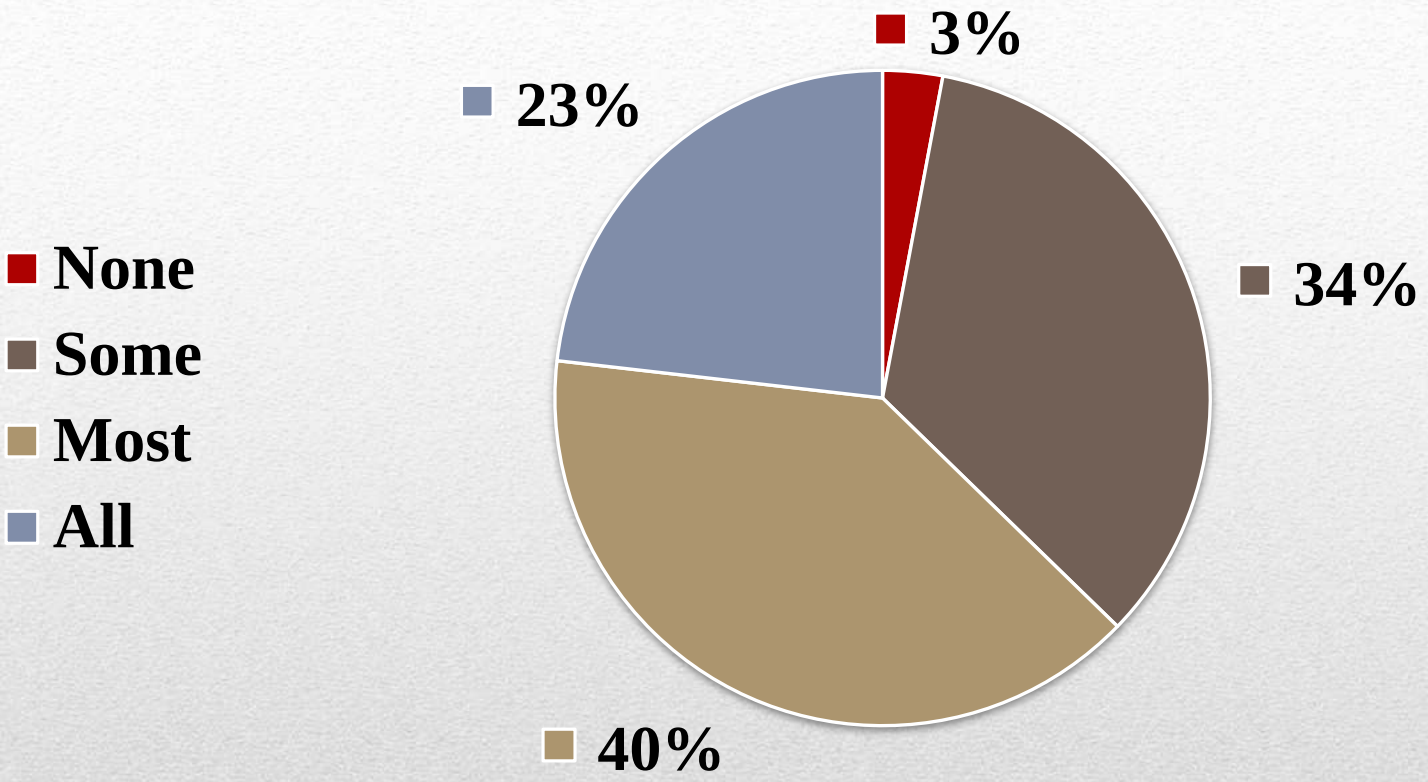
Thinking about the past year, please rate your institution's support for the following activity from a mobile device: Scheduling appointments



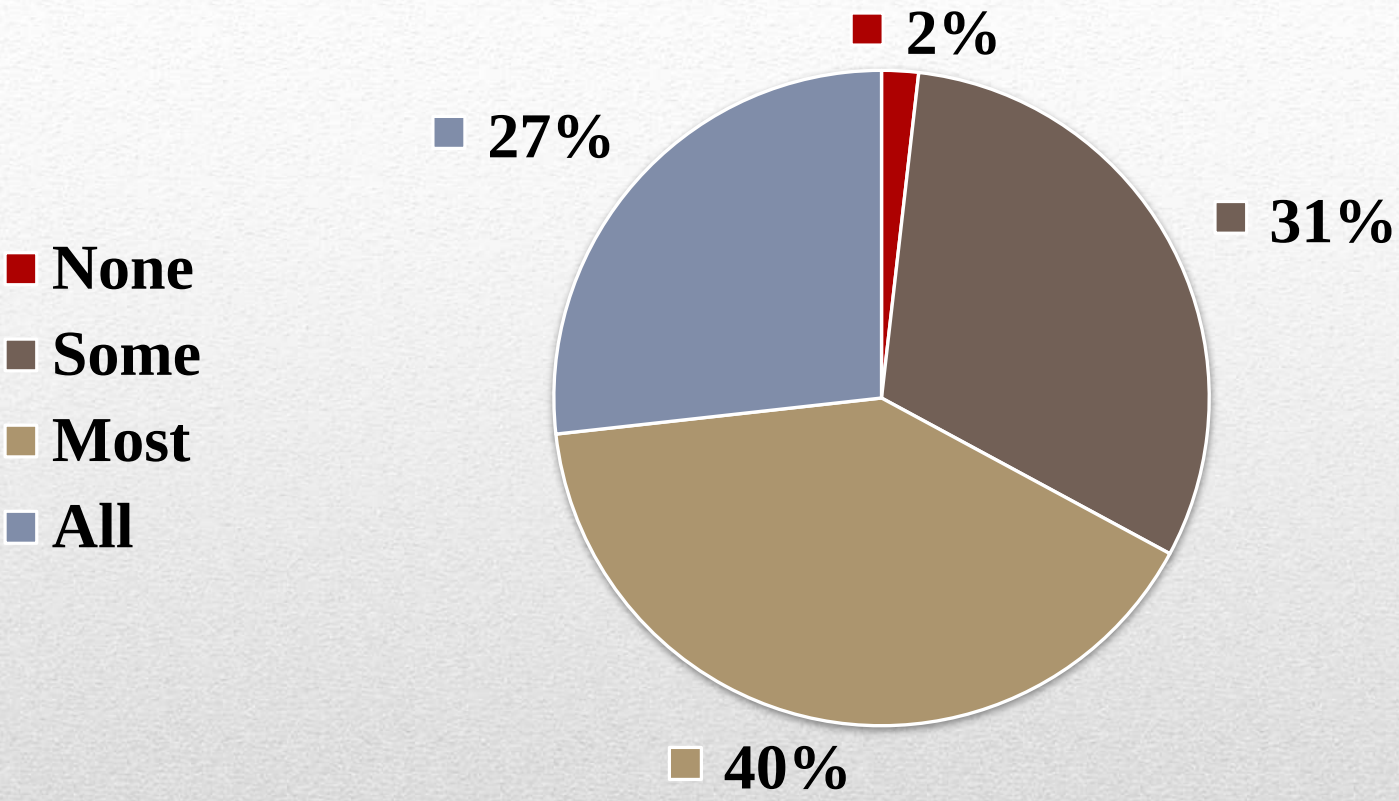
Thinking about your college/university experience within the past year, how many of your instructors effectively use technology to impact your academic success?



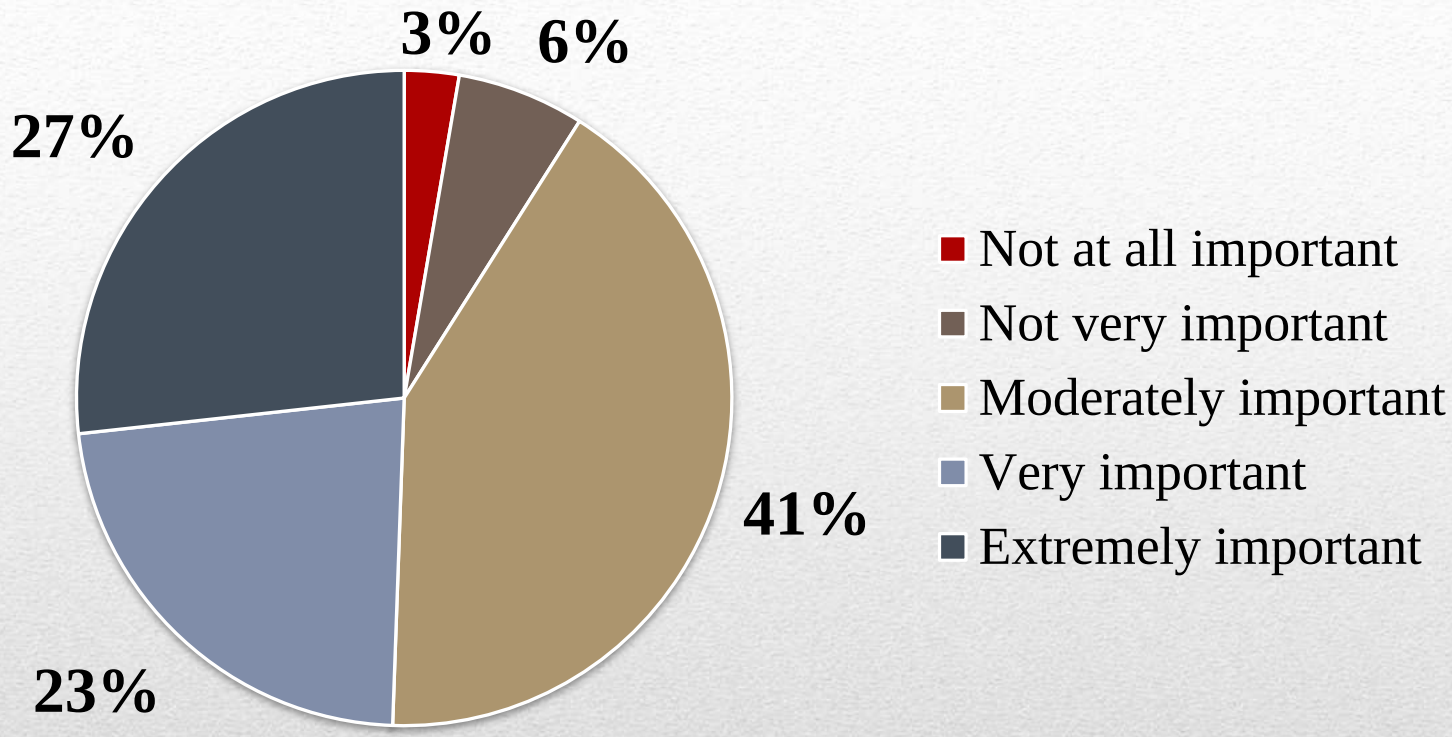
Thinking about your college/university experience within the past year, how many of your instructors provide you with adequate training for the technology used in courses?



Thinking about your college/university experience within the past year, how many of your instructors have adequate technical skills for carrying out course instruction?



Thinking about your college/university experience within the past year, how many of your instructors use "the right kind(s)" of technology?



How important is it that YOU are better trained or skilled at using available technologies to learn, study, or complete coursework?

MODE:

percent who checked this option

- Face-to-face: 67.3%
- Online: 41.8%
- Don’t care: 10%
- N/A: 8.2%
- Other: 1.4%

LENGTH:

percent who checked this option

- Full academic term: 44.7%
- Short-term: 53.4%
- Don’t care: 10%
- N/A: 6.4%
- Other: 1.4%

If you indicated that it is very or extremely important that you are better skilled or trained at using available technologies, in what way(s) do you want to receive more technical training?

DESIGN:

percent who checked this option

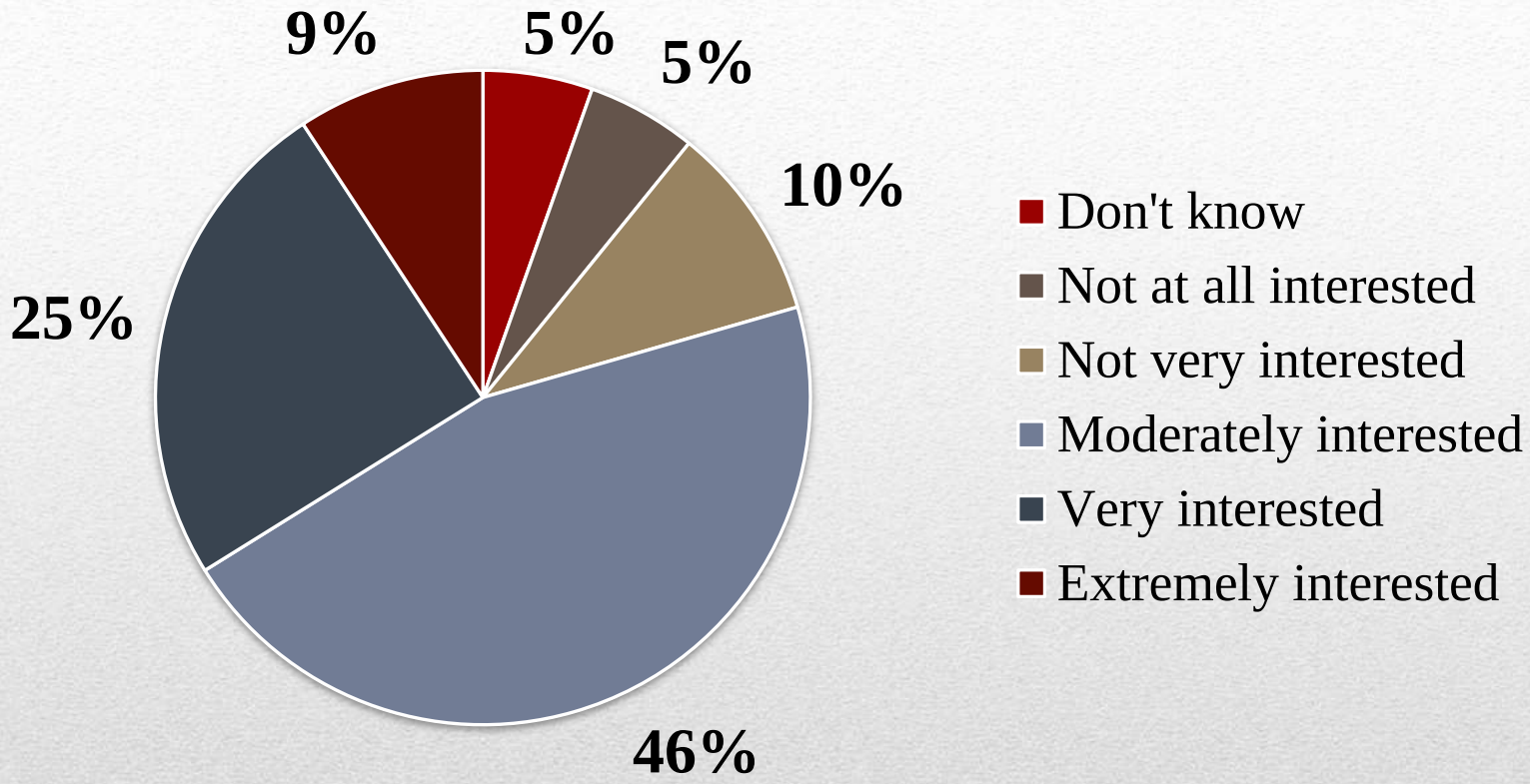
- Like a traditional course: 56.2%
- On-demand web resources: 38.4%
- Don’t care: 10.5%
- N/A: 7.3%
- Other: 3.2%

TRAINER:

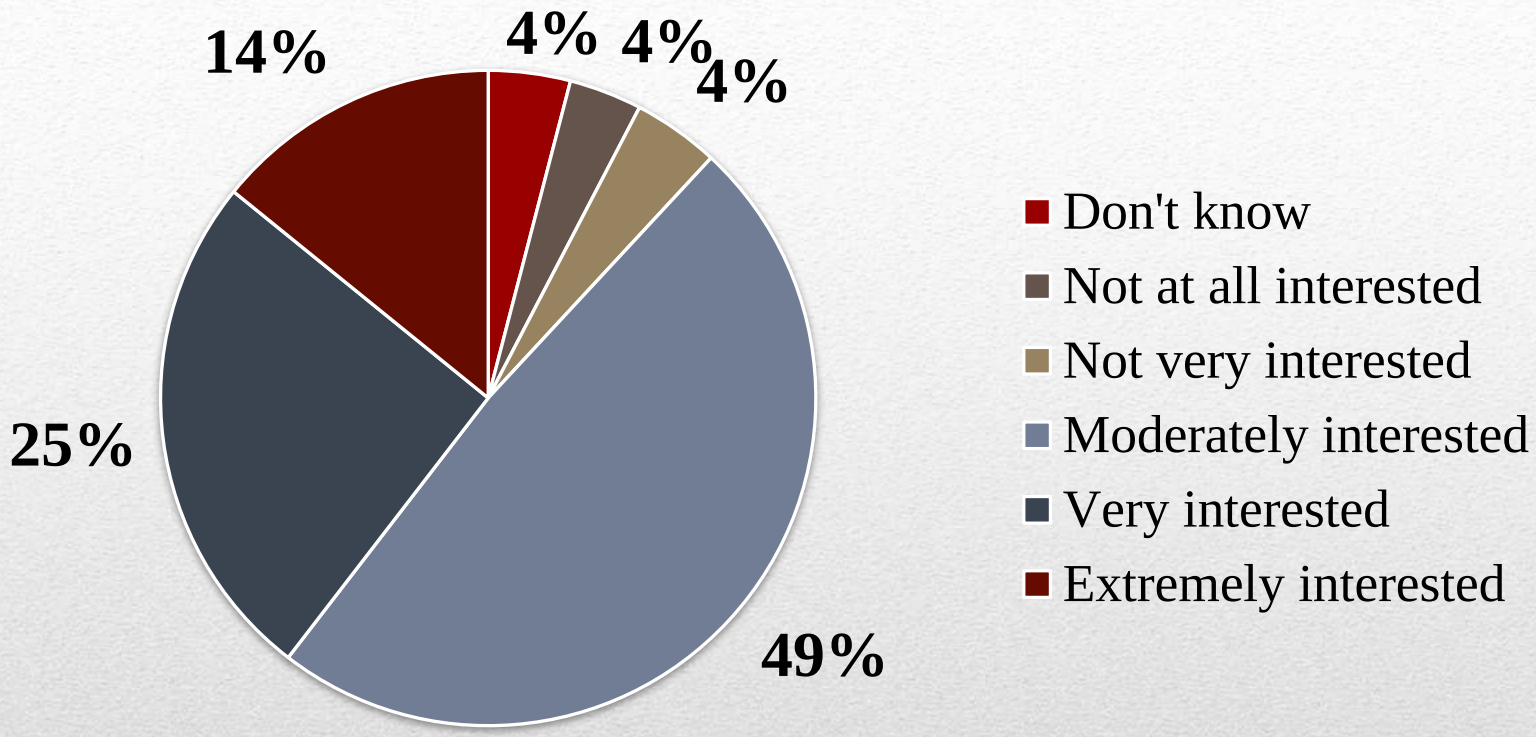
percent who checked this option

- Your instructors: 63.9%
- Your peers: 38.4%
- Help desk staff: 37.4%
- Don’t care: 18.3%
- N/A: 6.8%
- Other: 1.4%

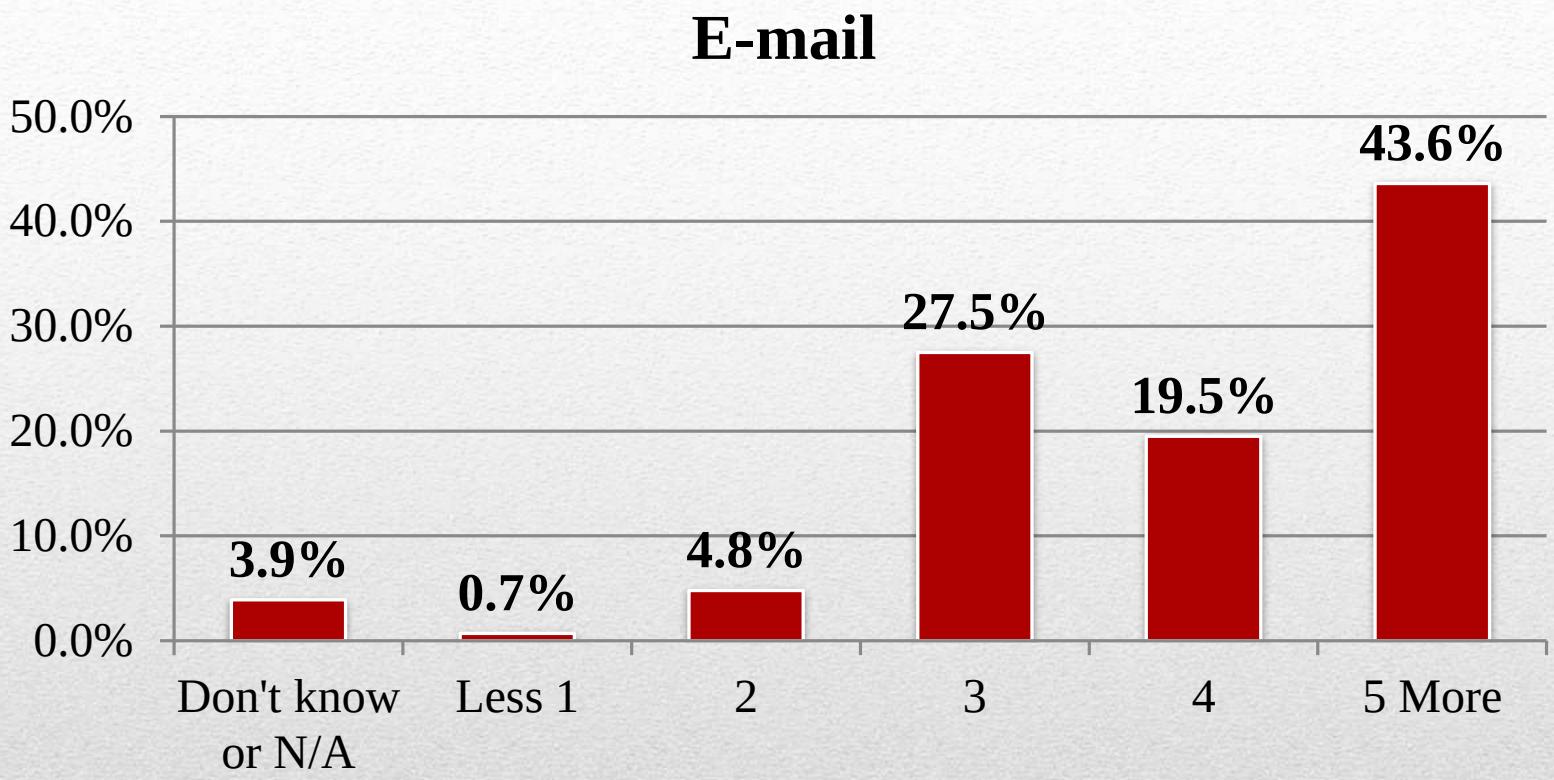
If you indicated that it is very or extremely important that you are better skilled or trained at using available technologies, in what way(s) do you want to receive more technical training?



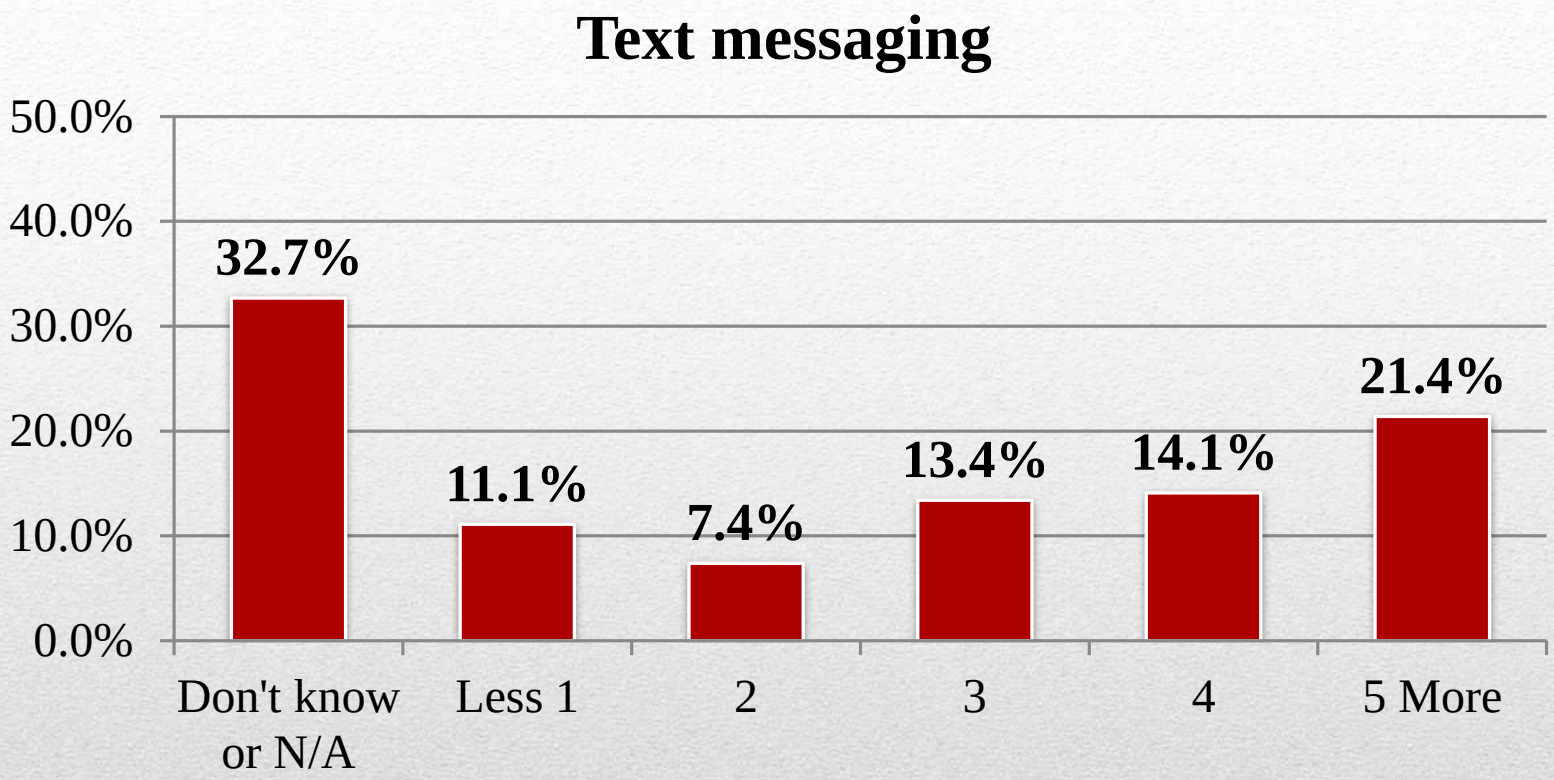
How interested are you in your institution providing guidance about course offerings, such as using *"you may also like"* or *"we recommend"* suggestions?



How interested are you in your institution using information about you to alert you of new or different academic resources (e.g., tutoring, skills-building opportunities, etc.)?



Which *forms of communication* do you wish your instructors used less…or more?



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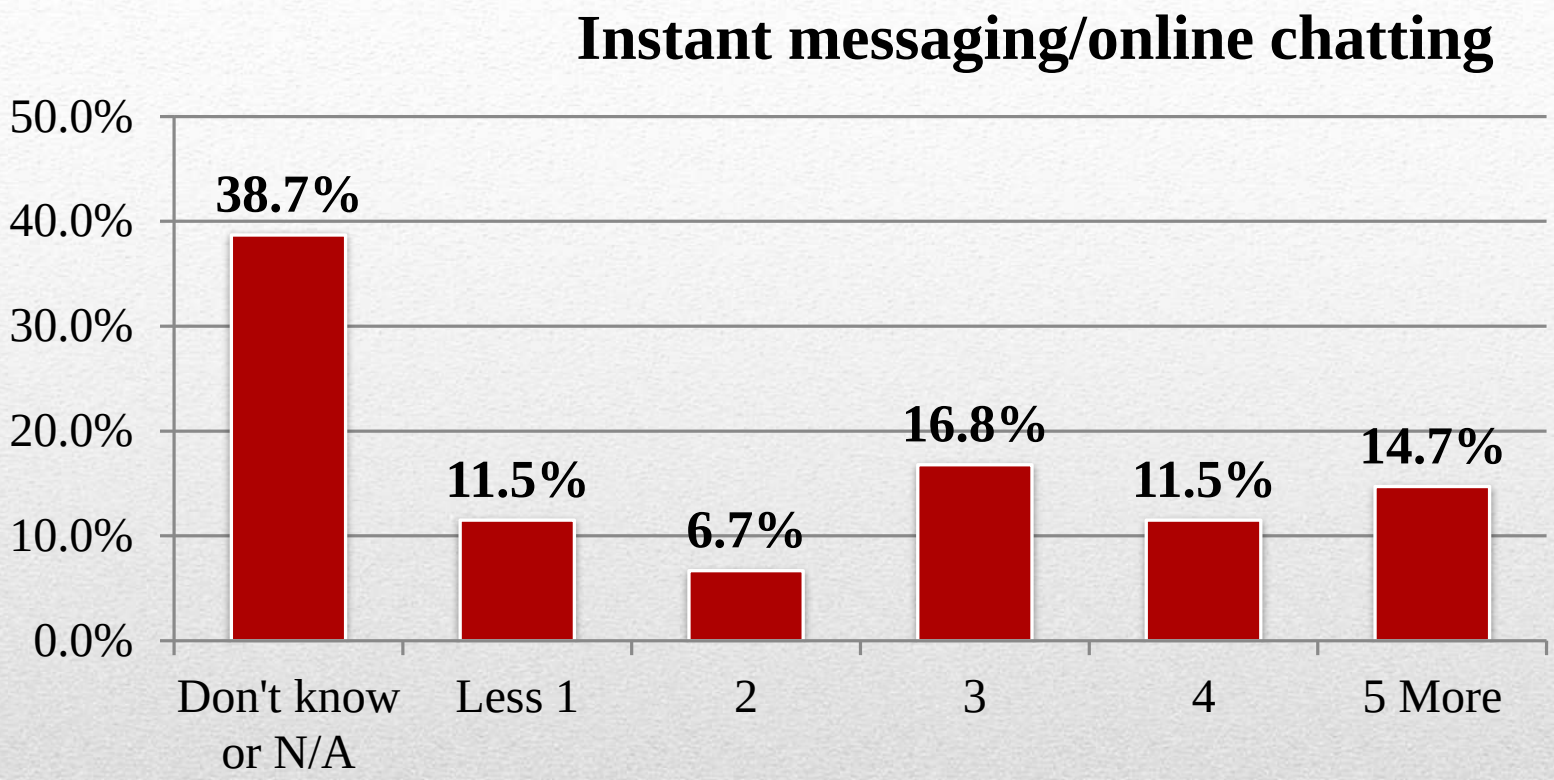

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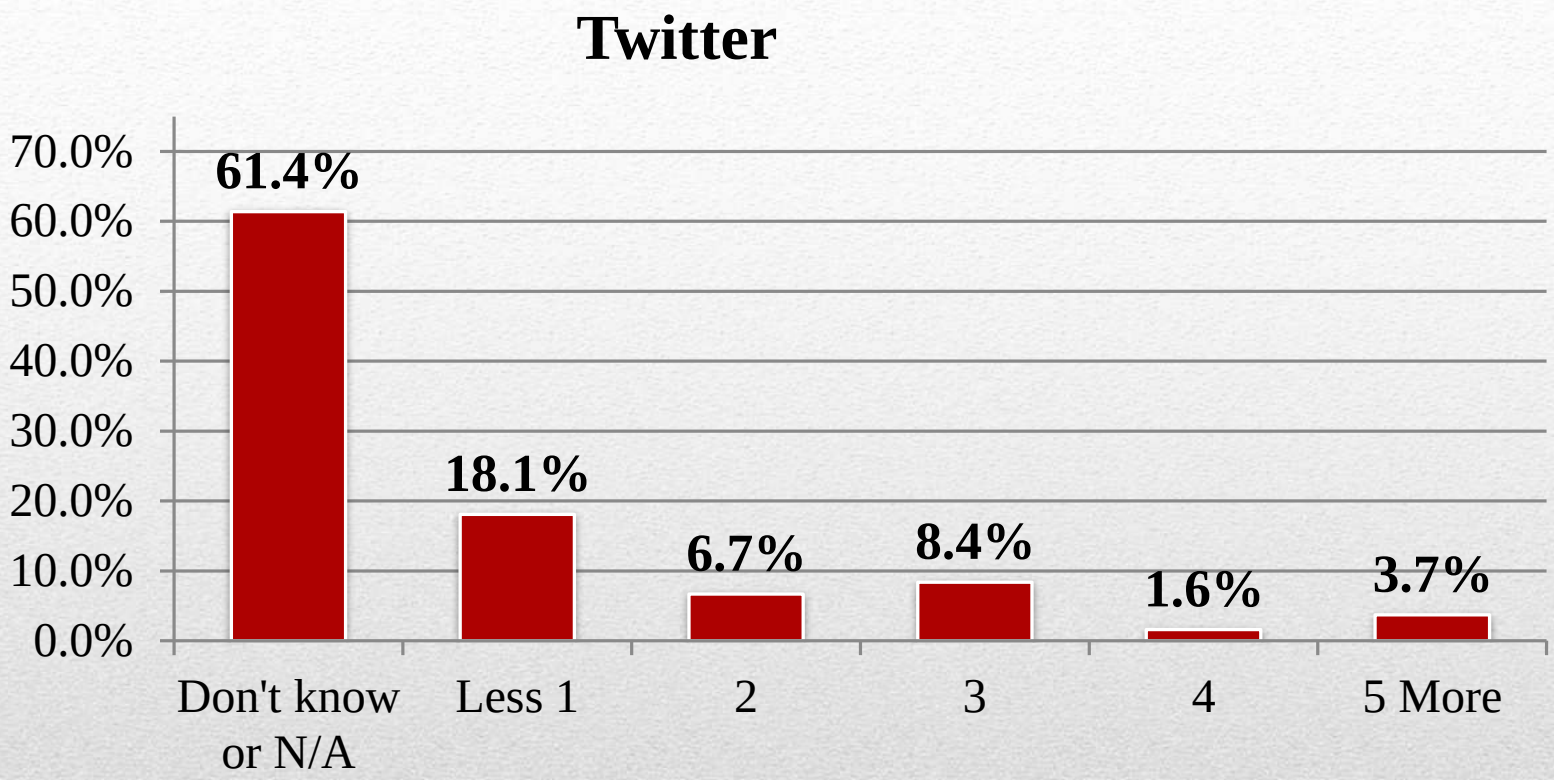

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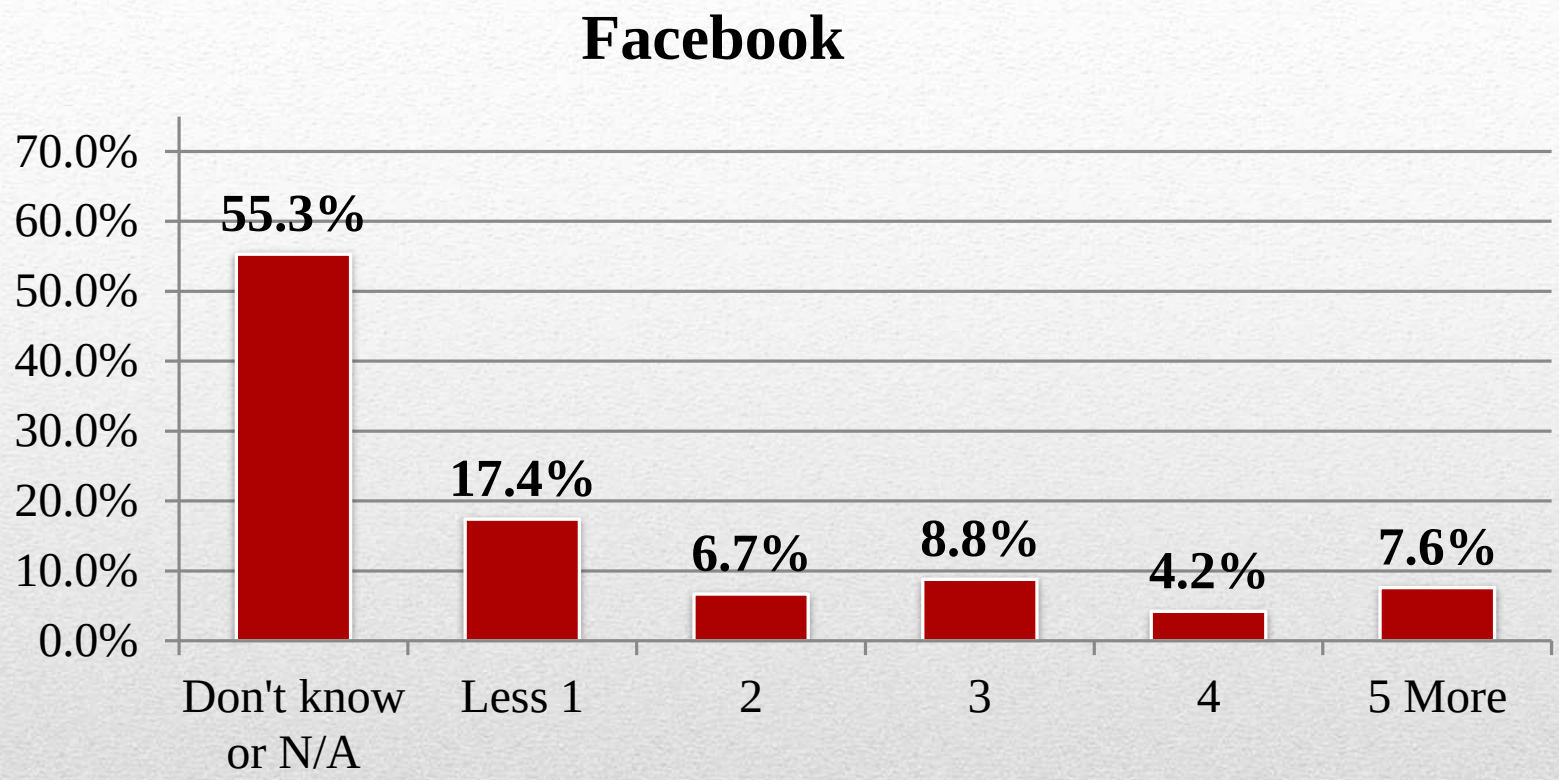

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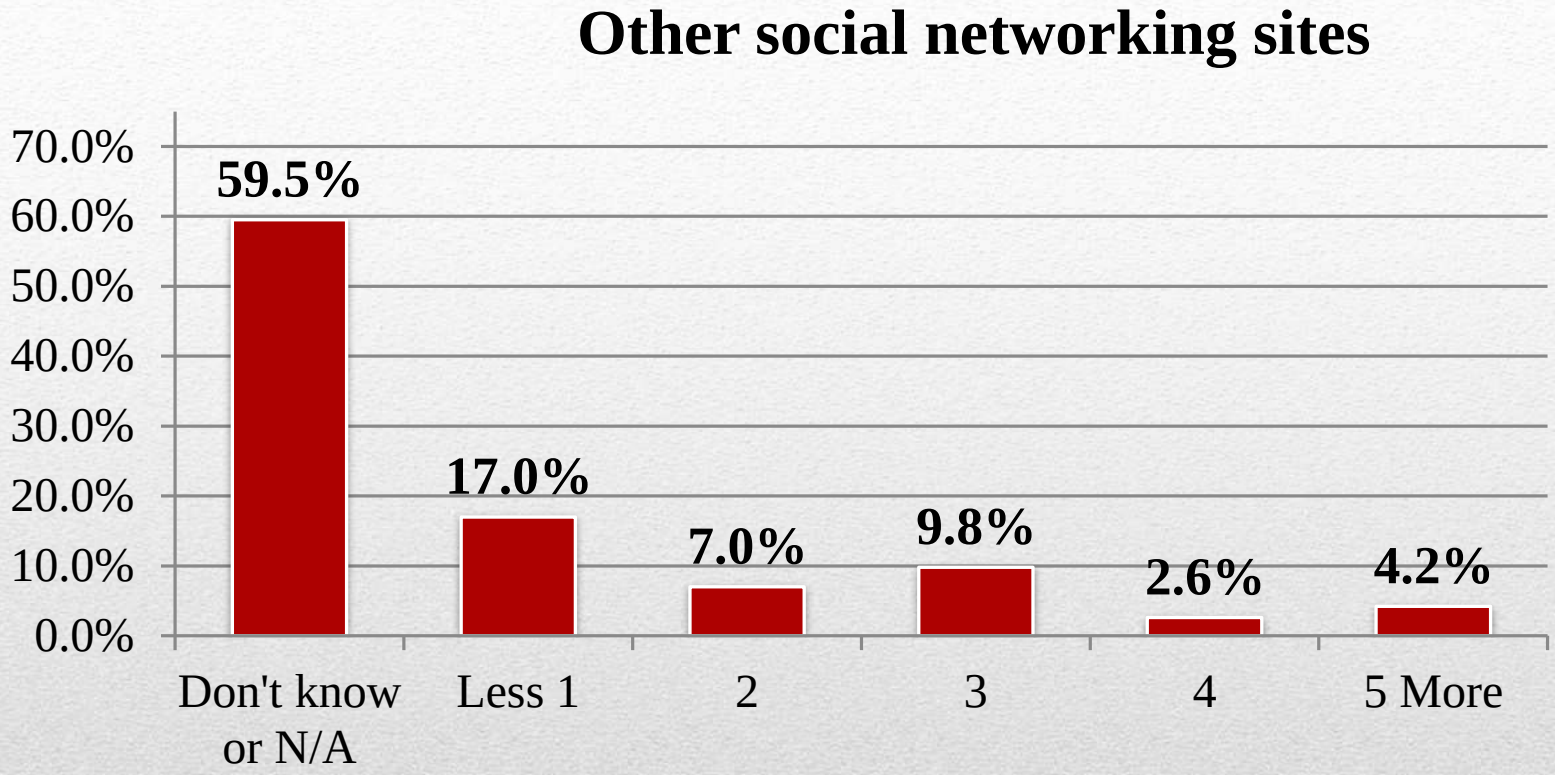

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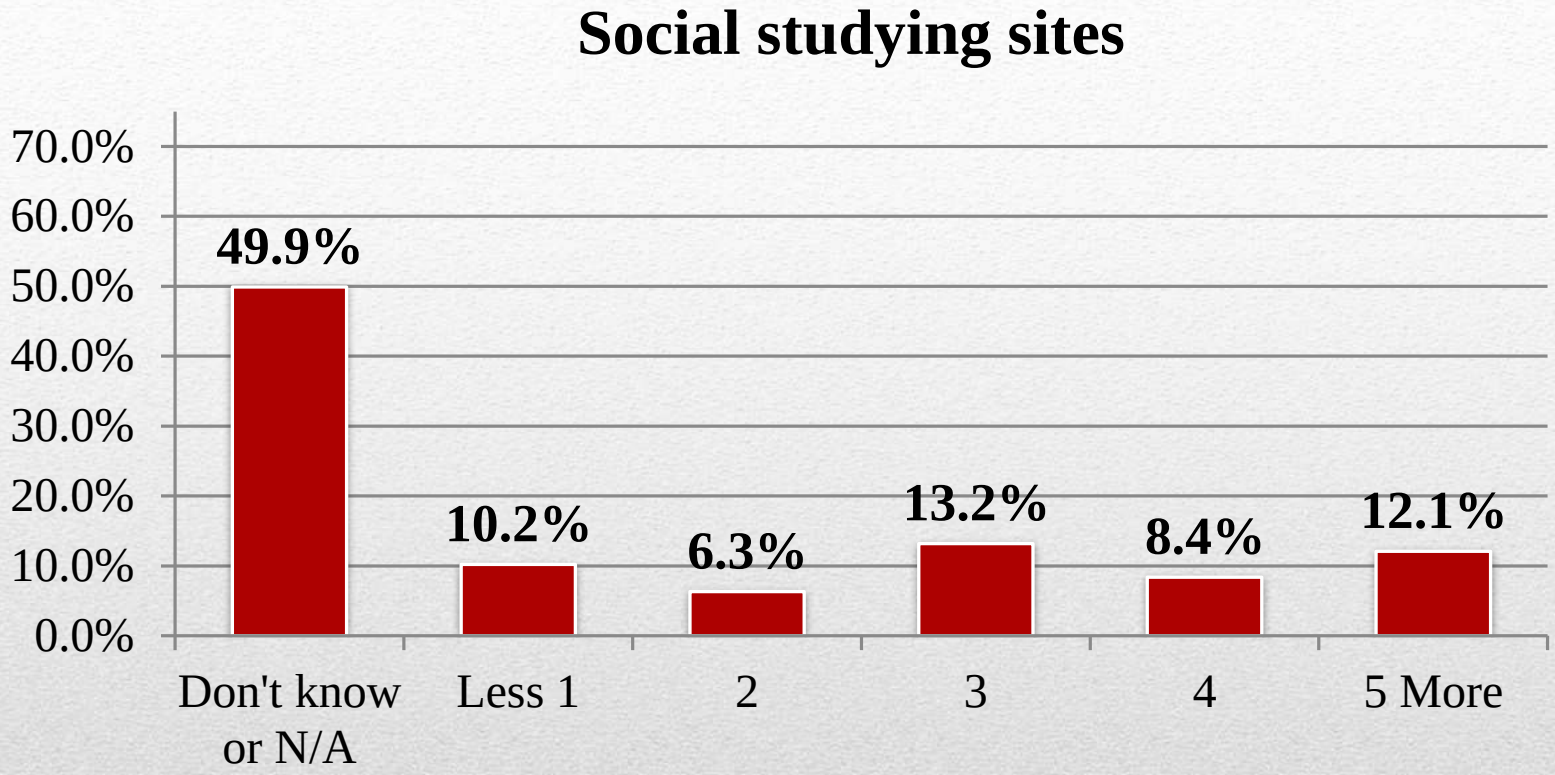

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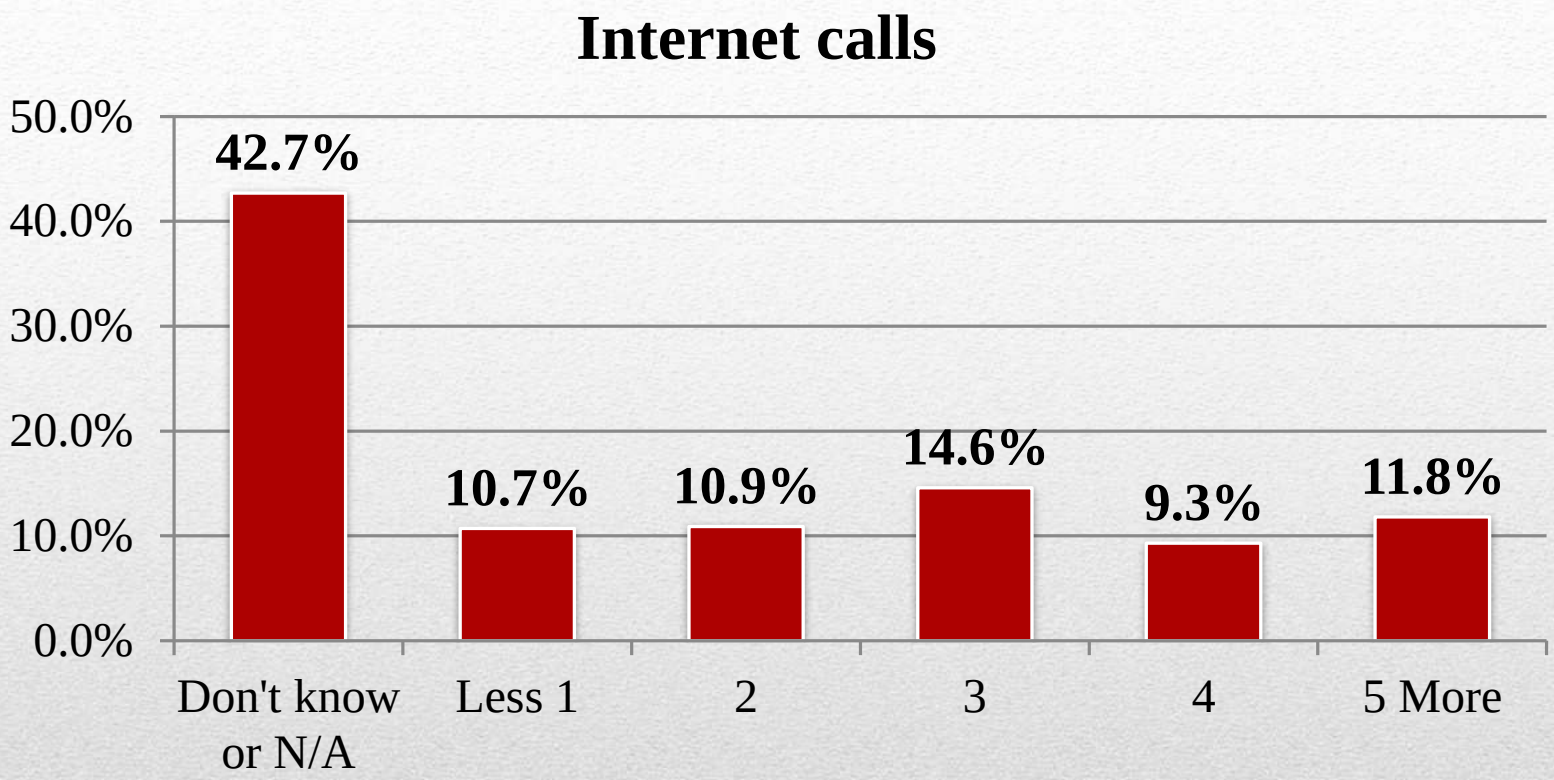

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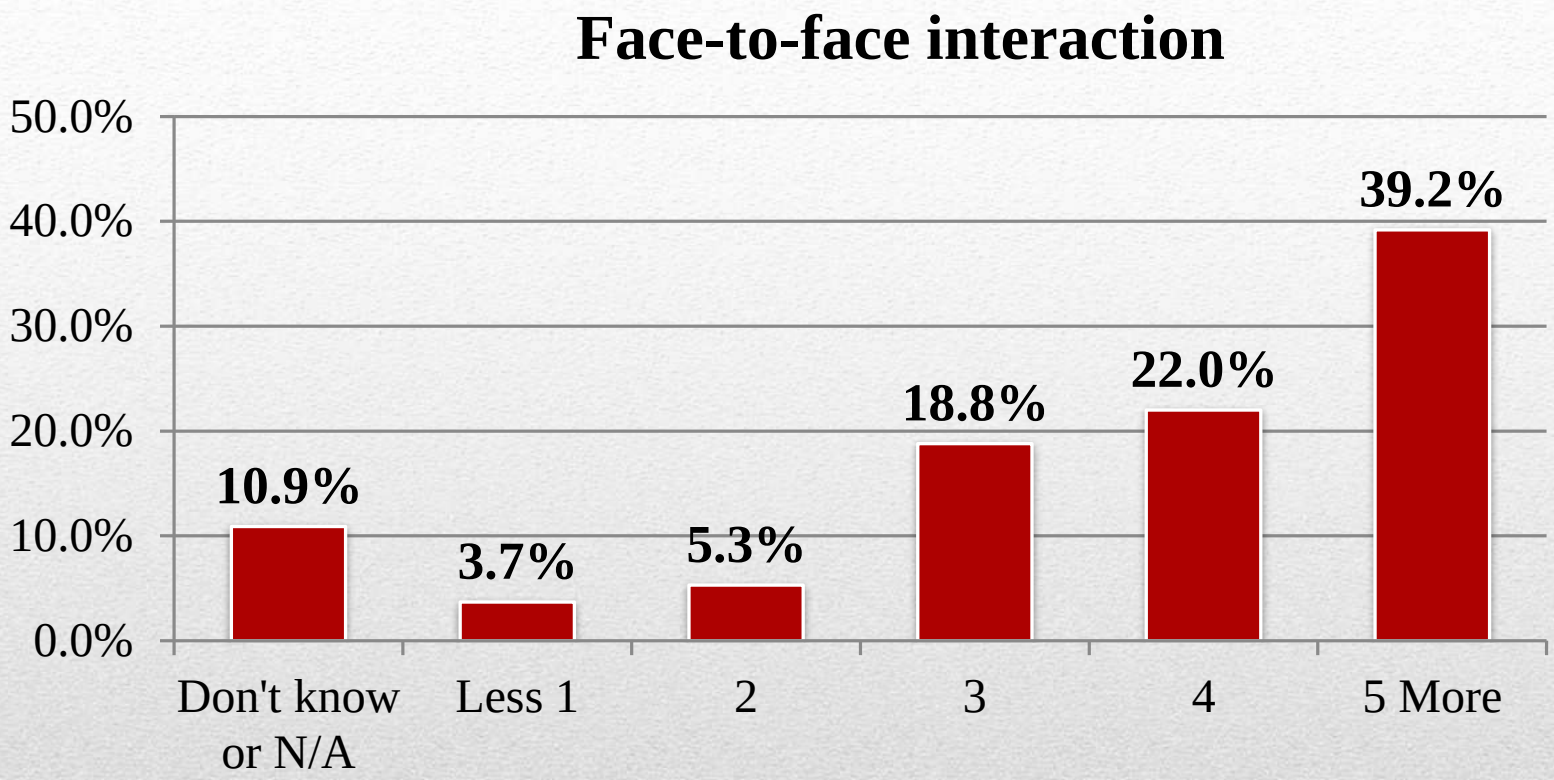

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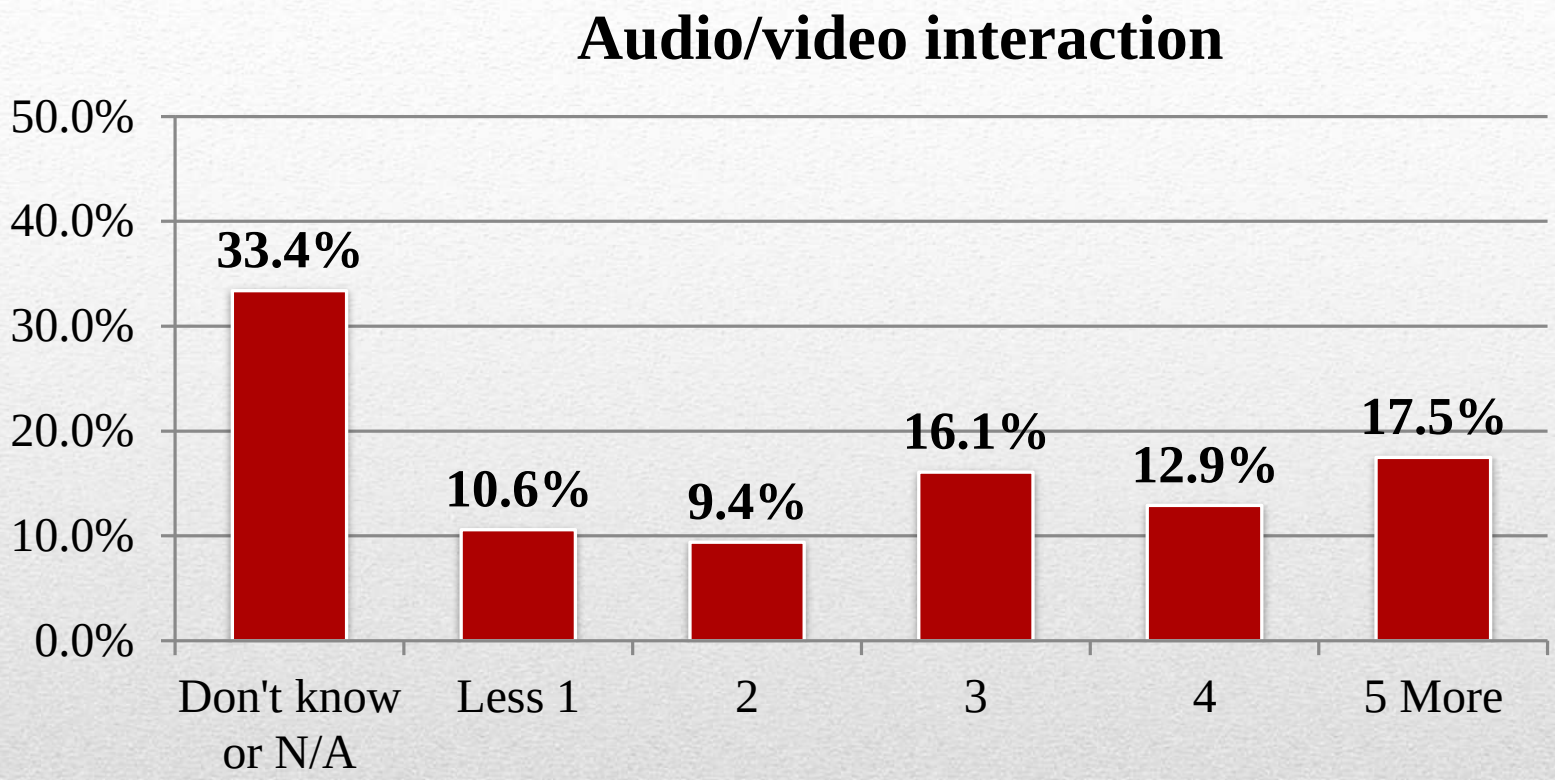

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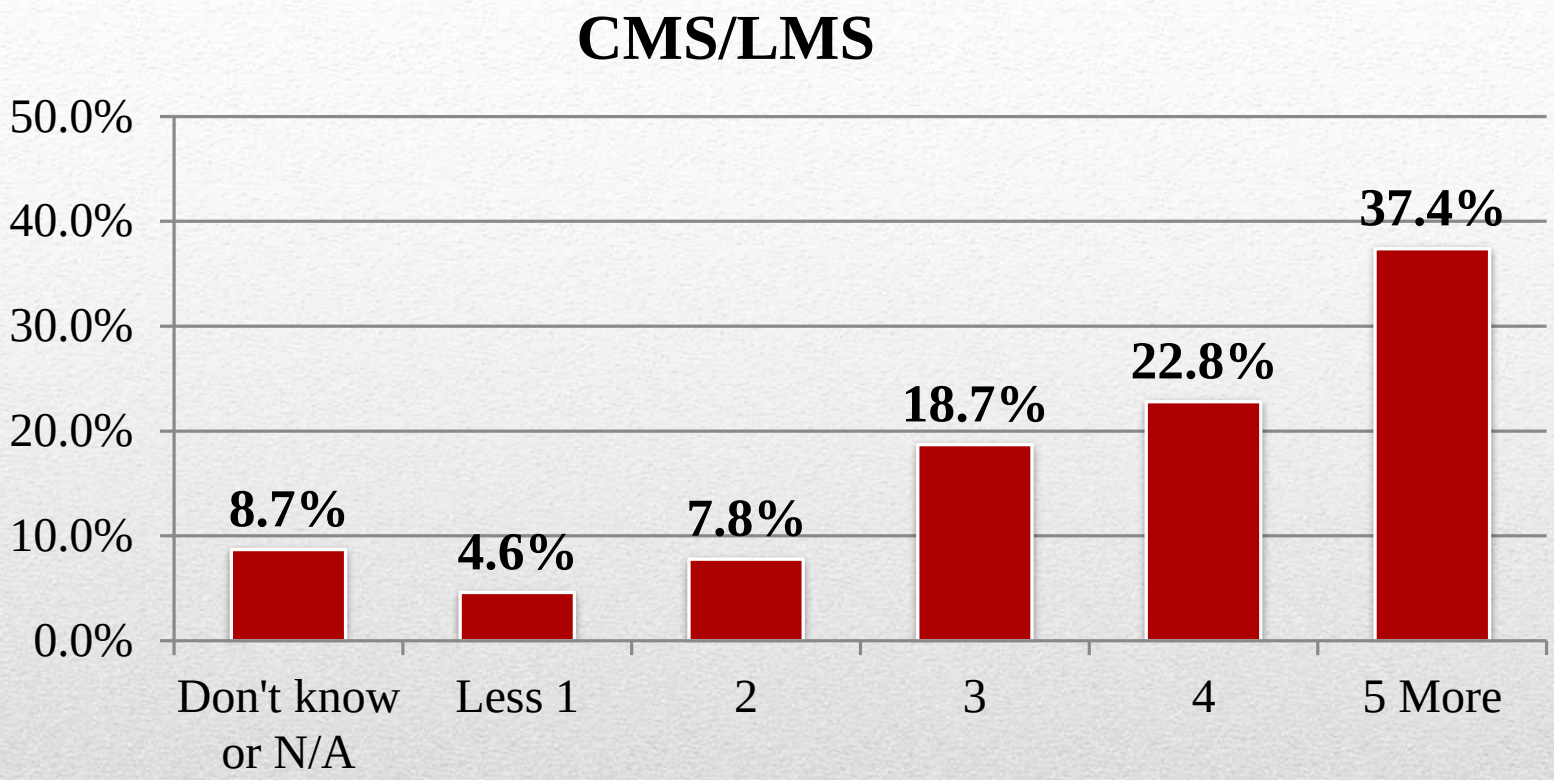

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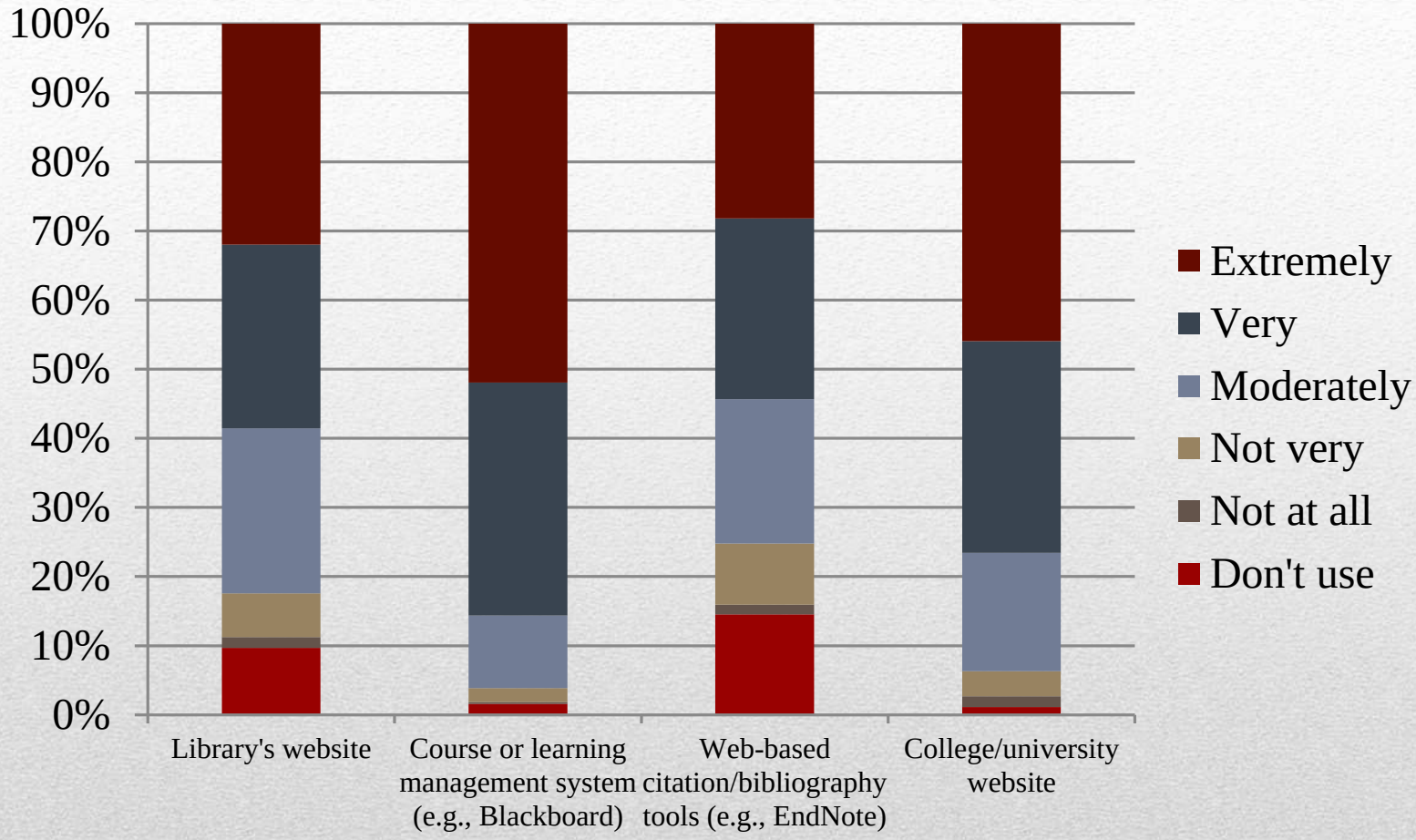
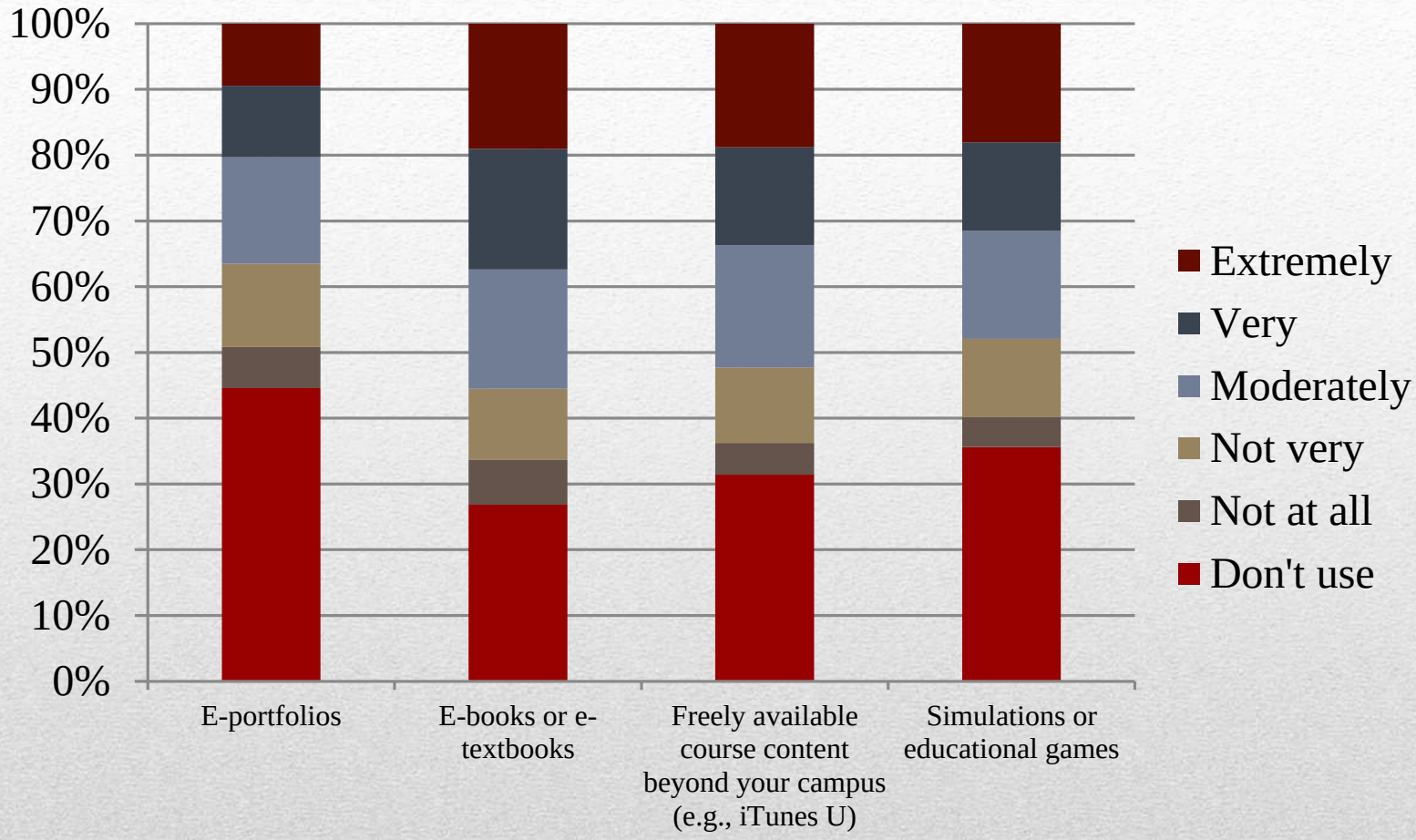


How important are these ***resources/tools*** to achieving your academic success?



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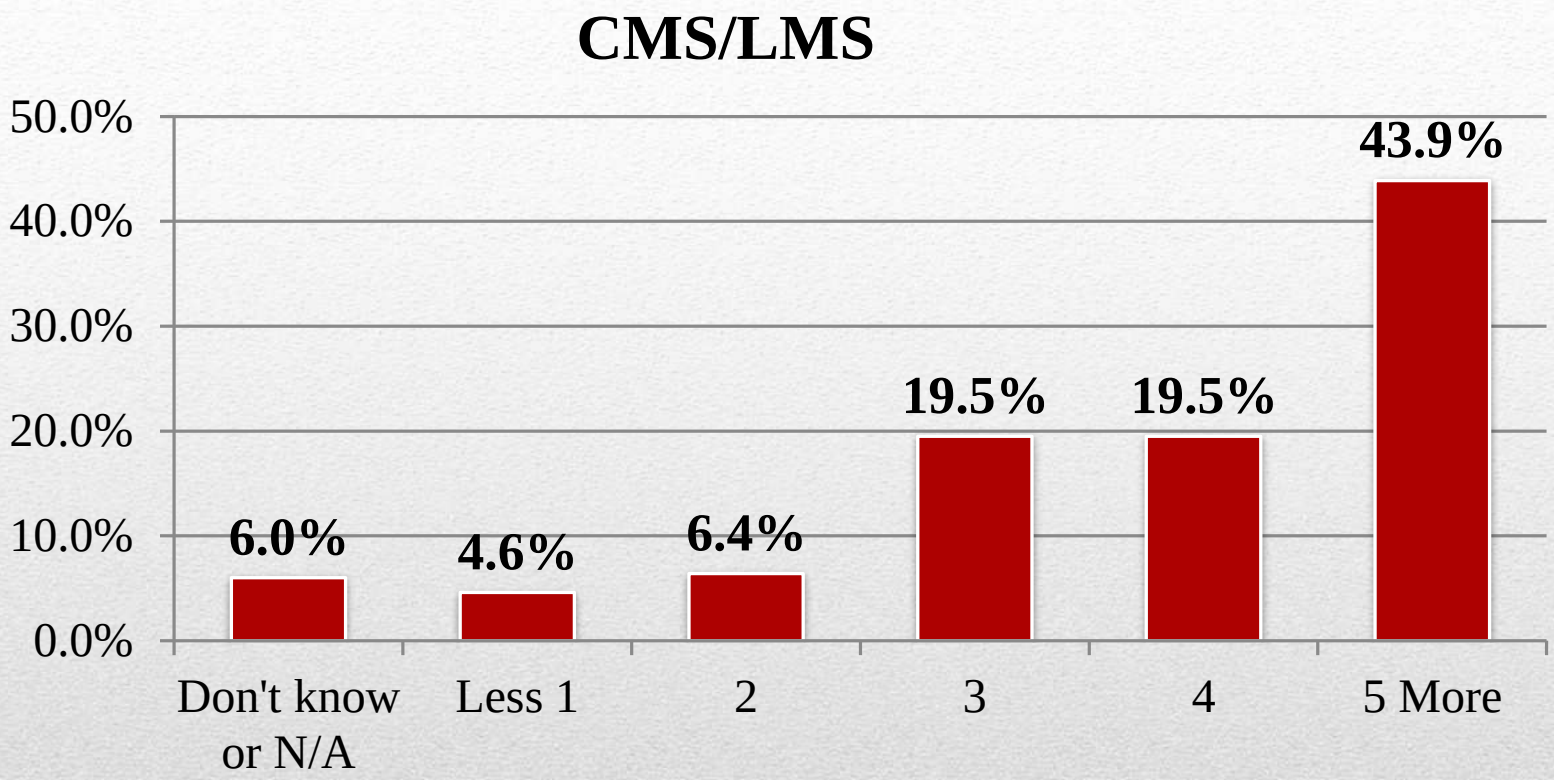

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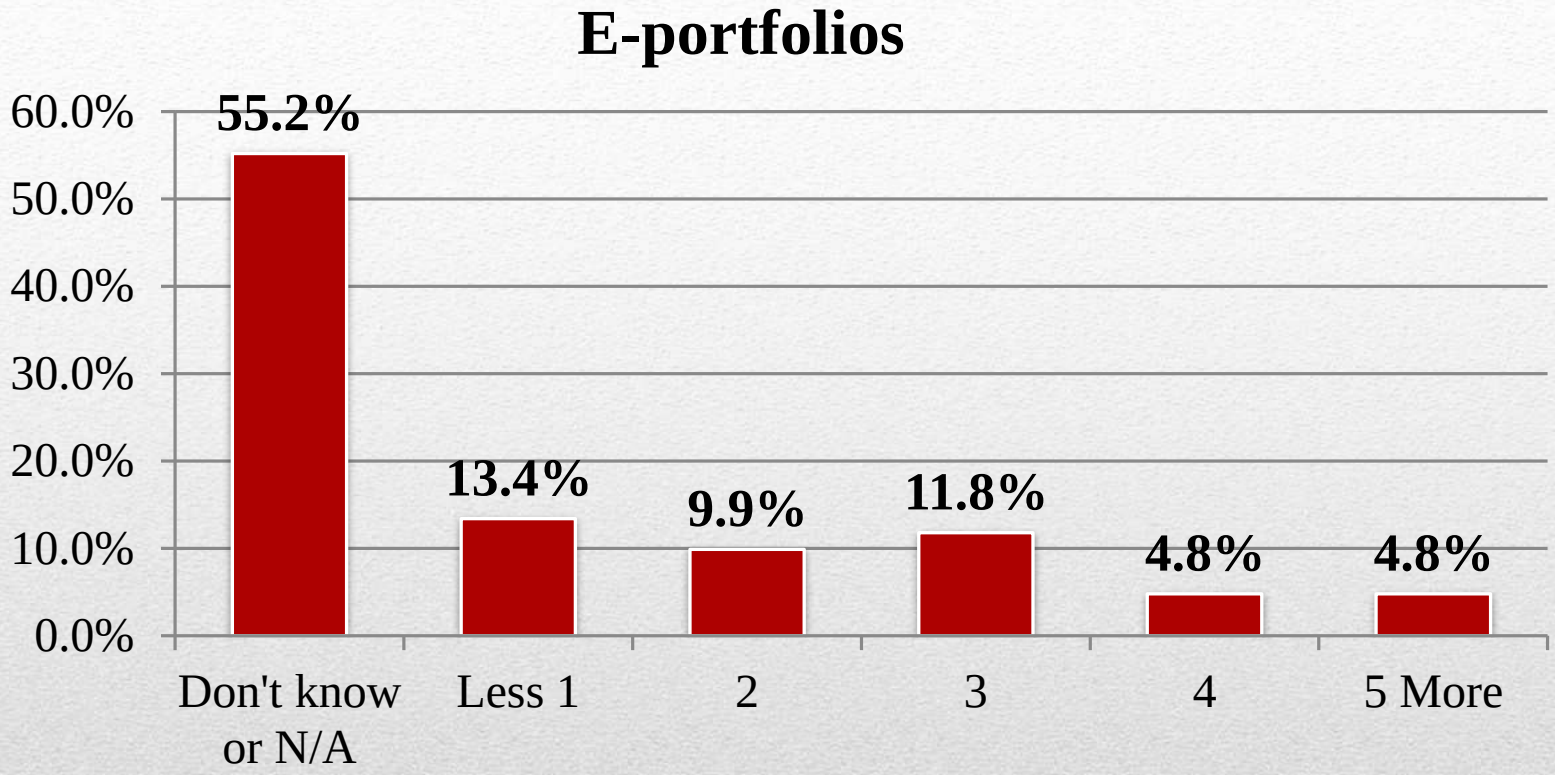

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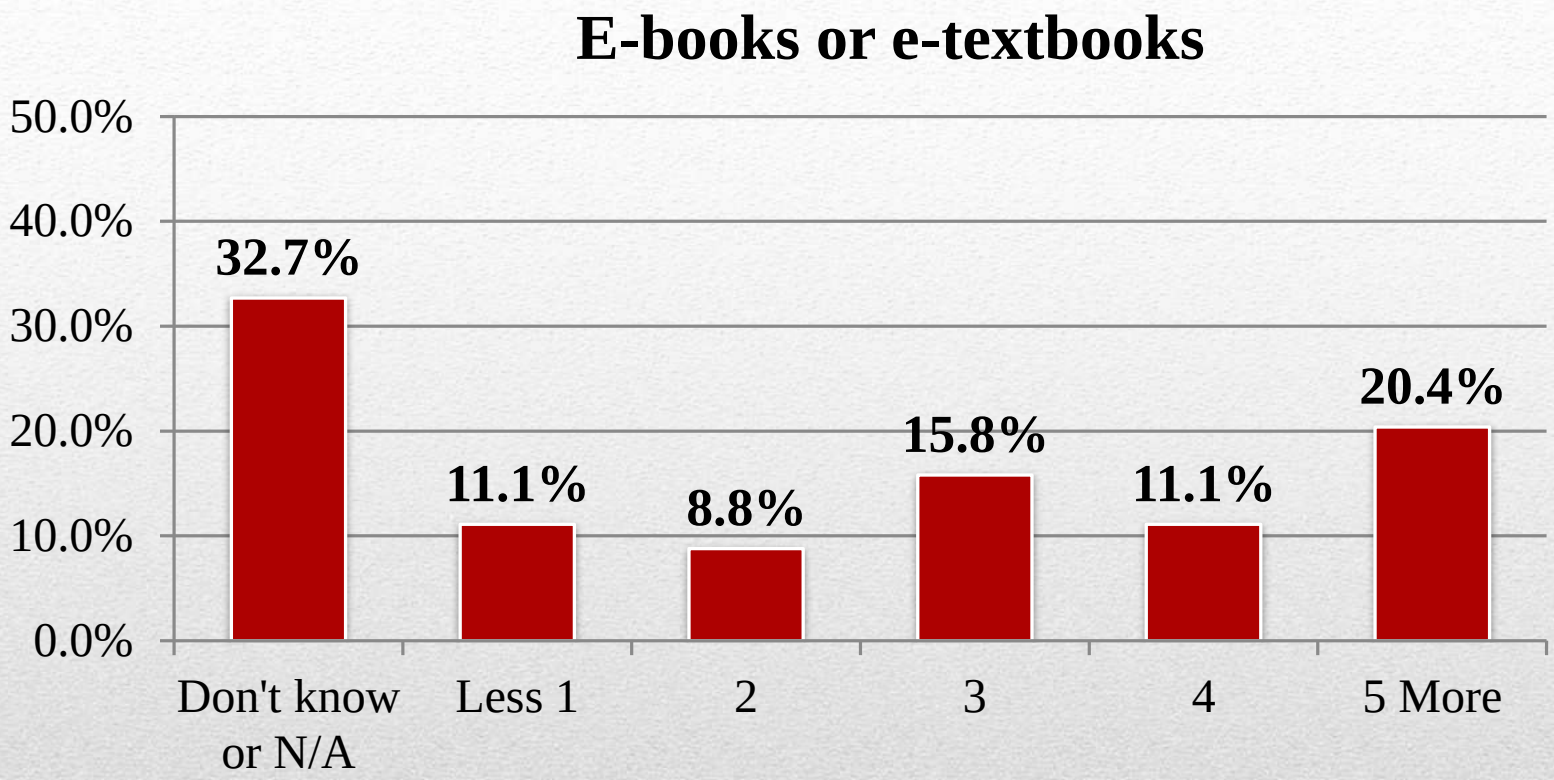

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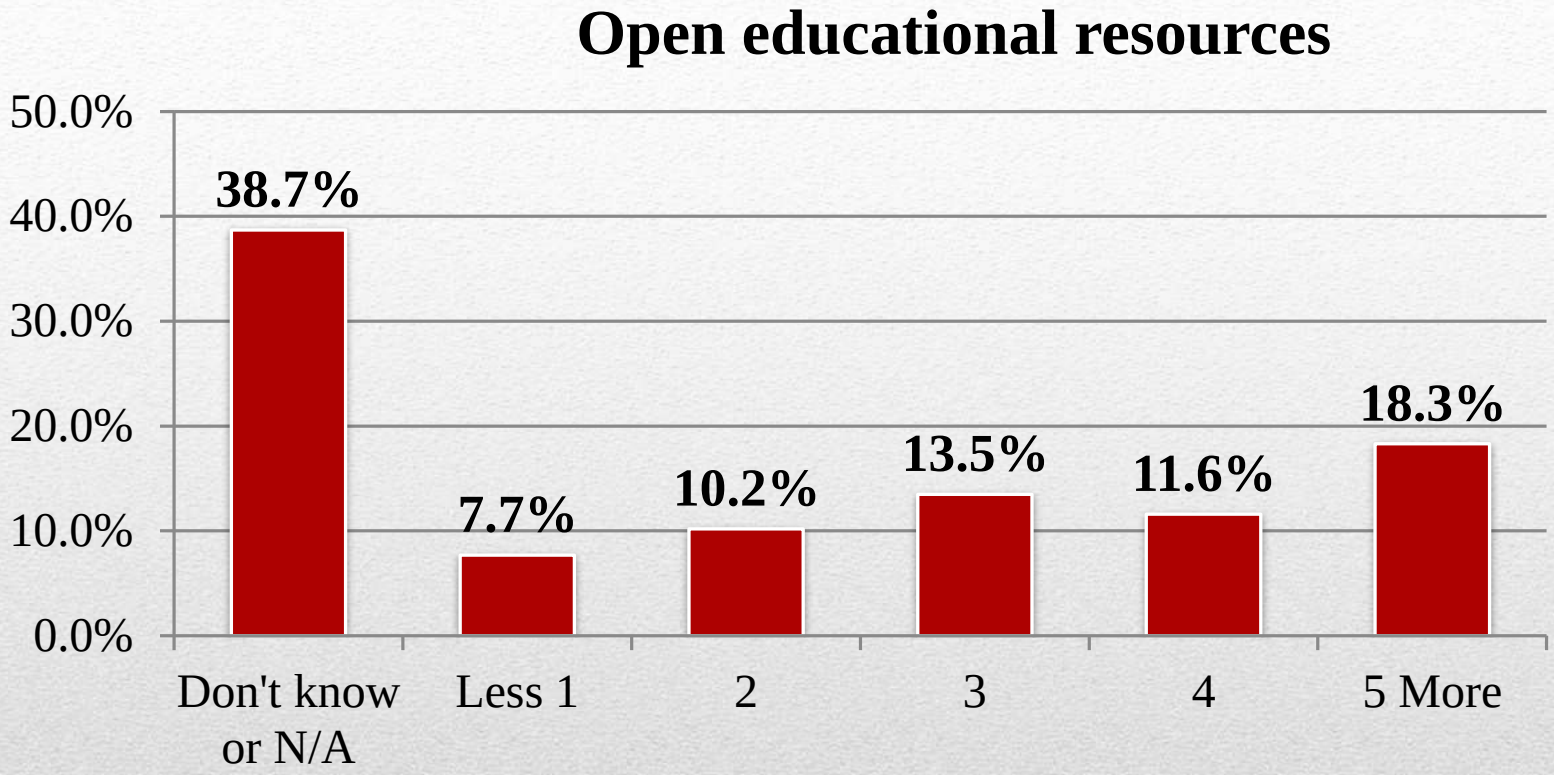

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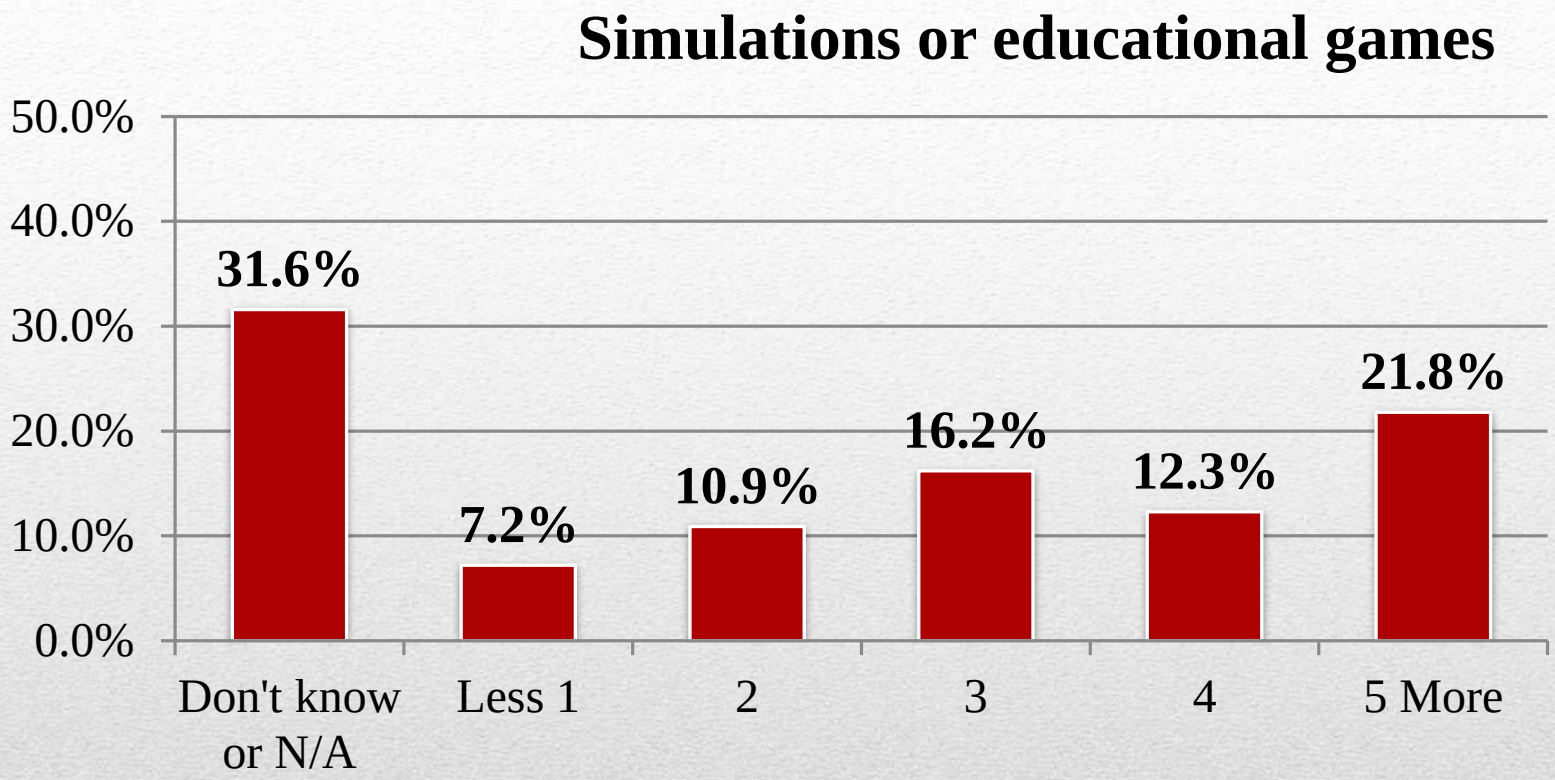

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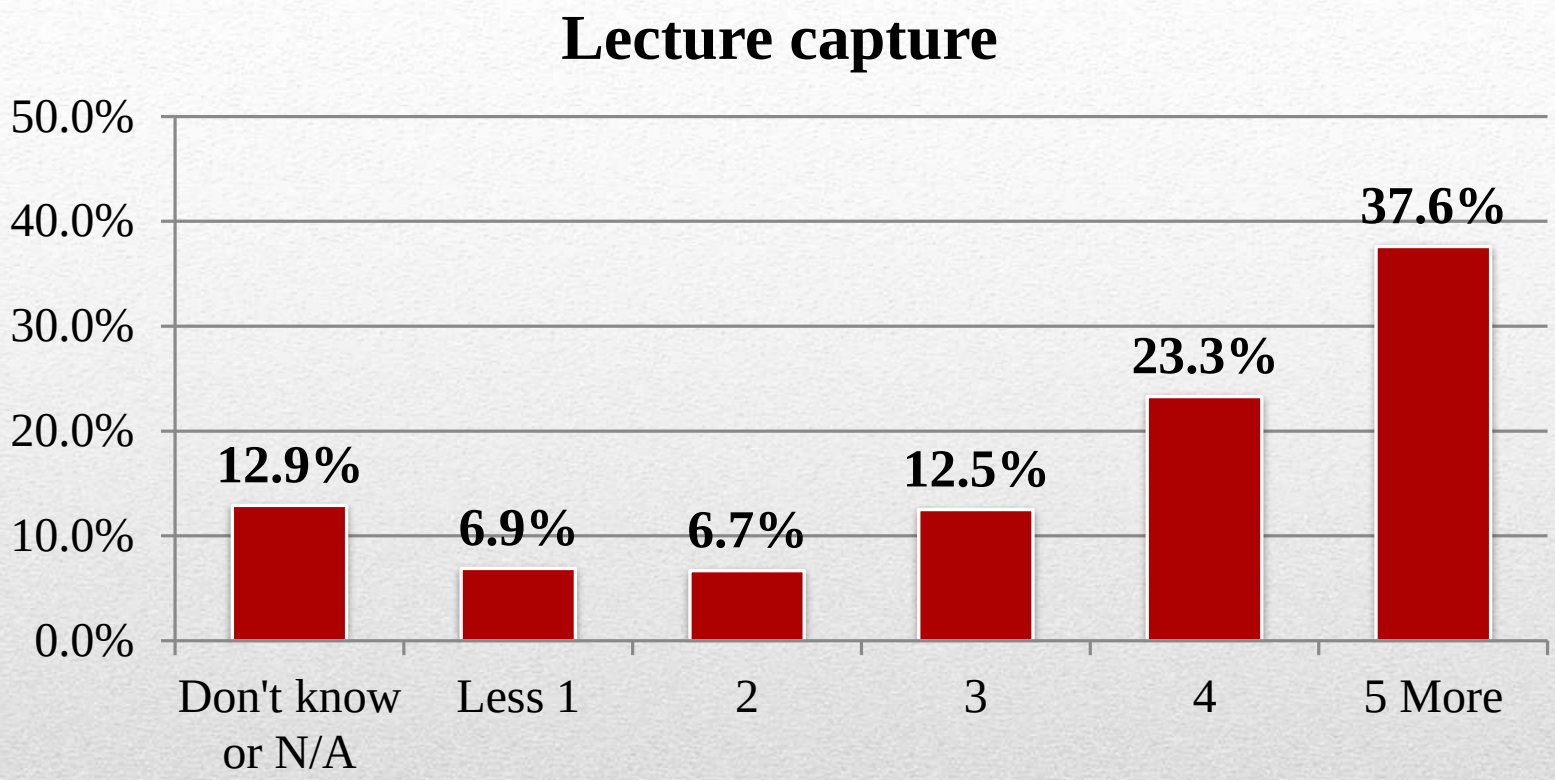

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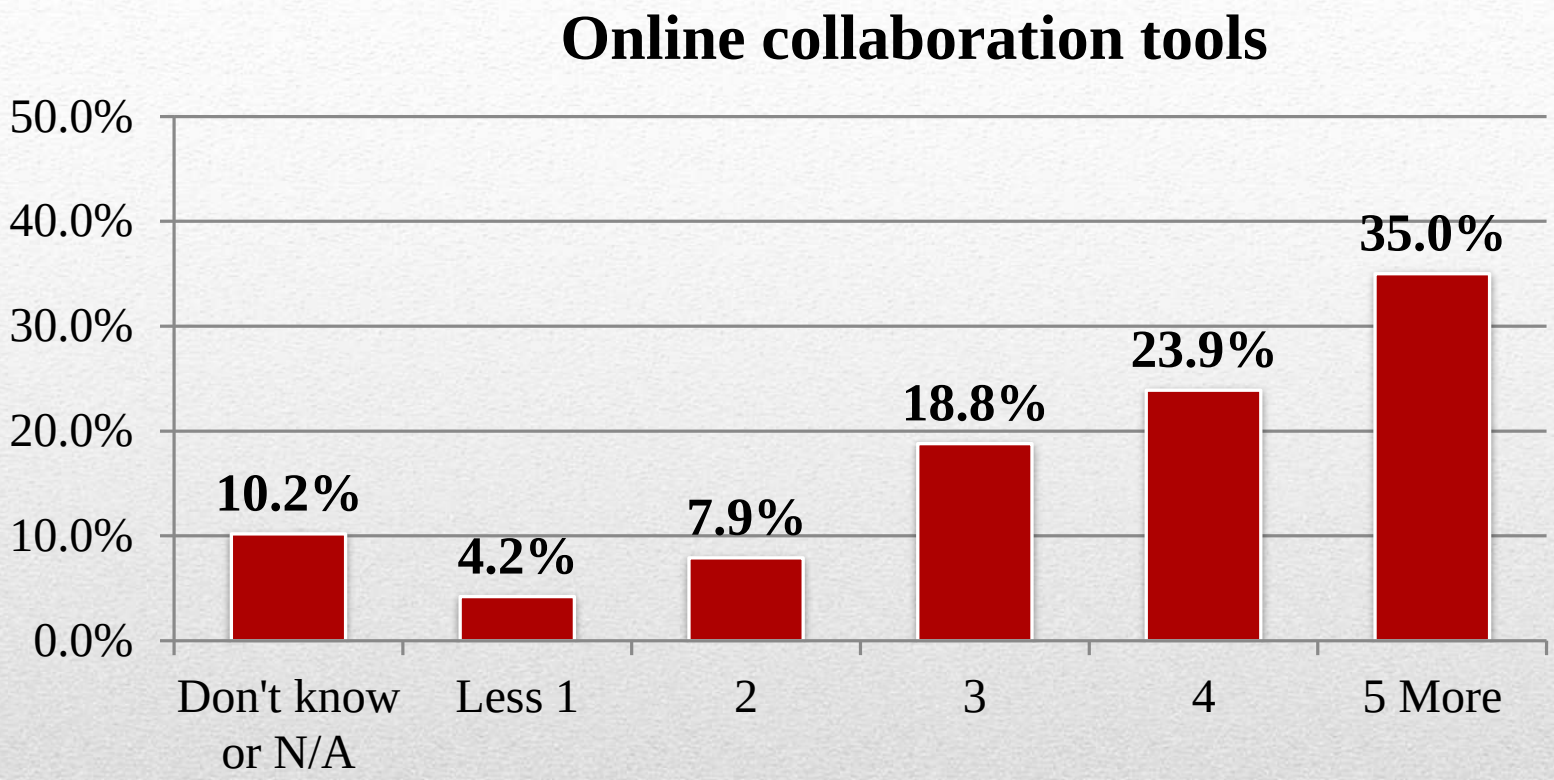

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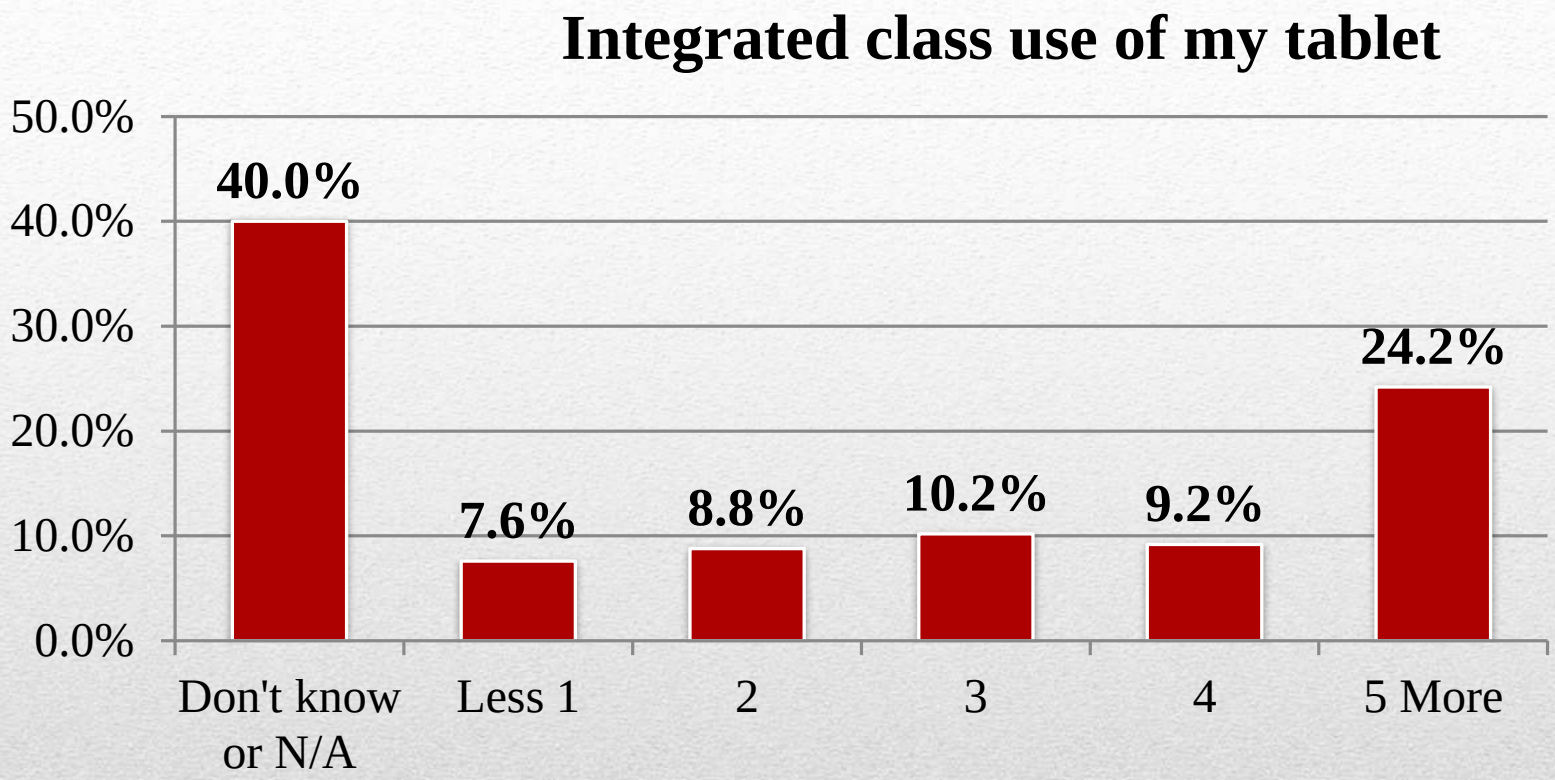

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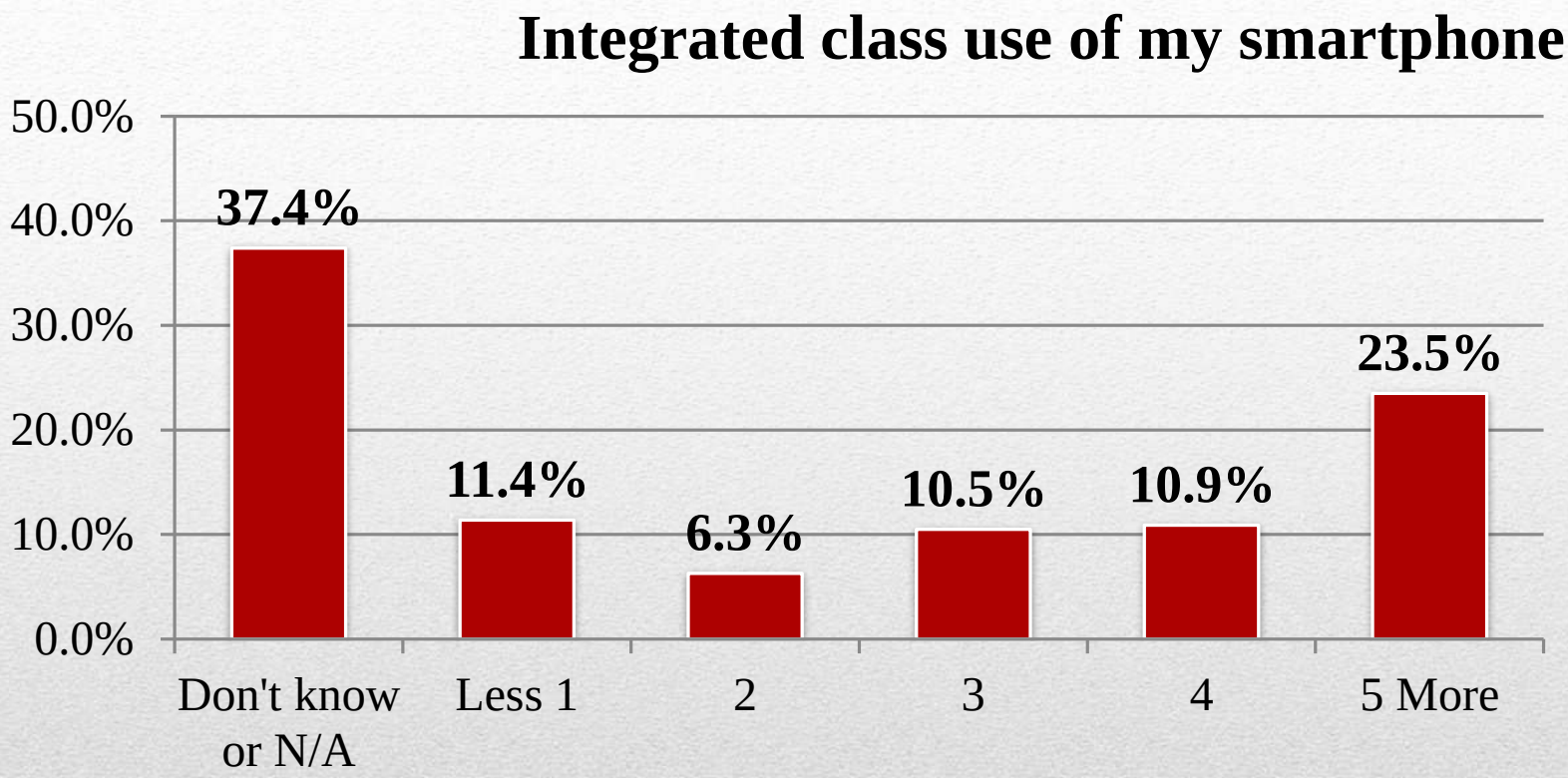

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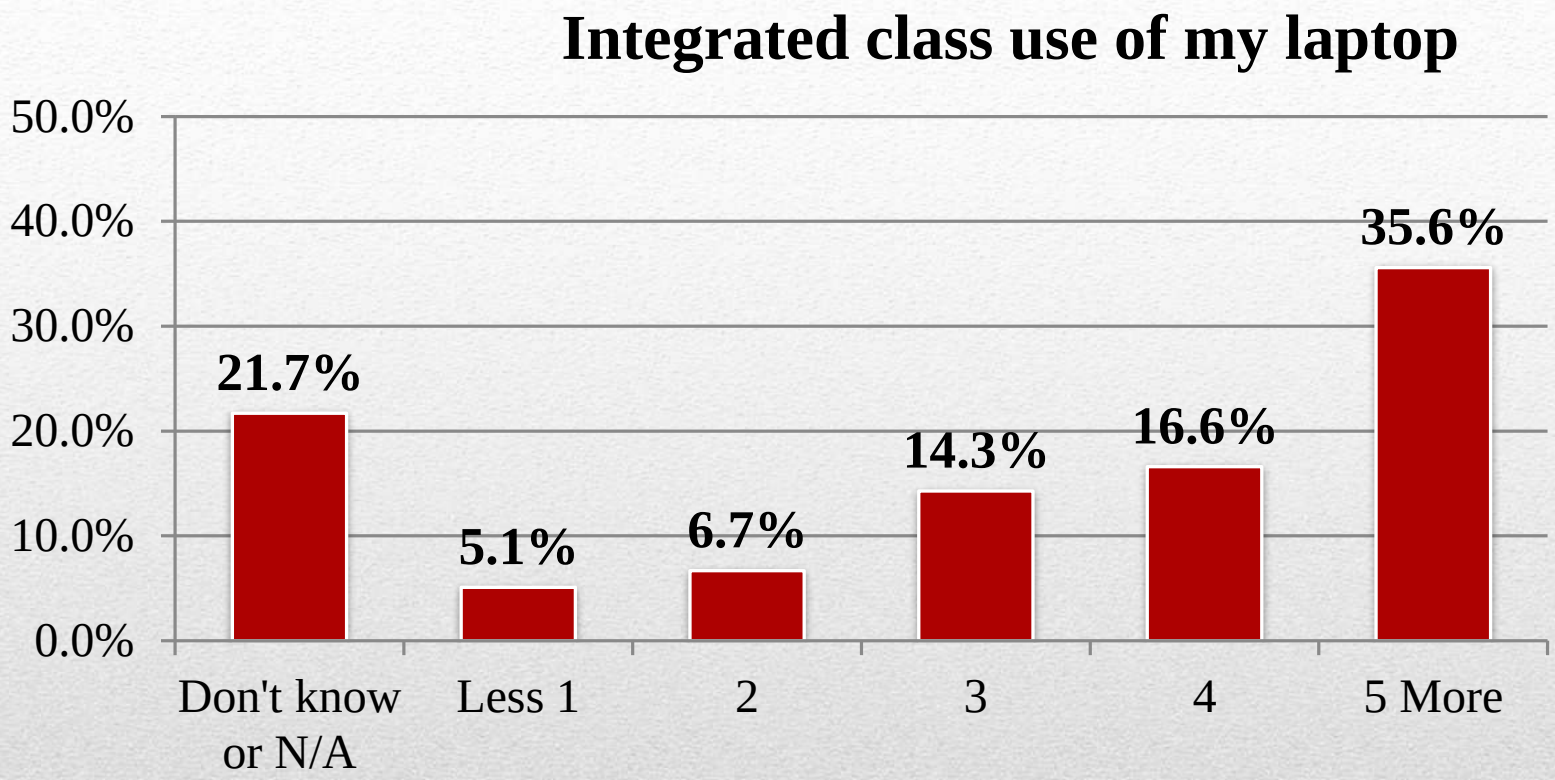
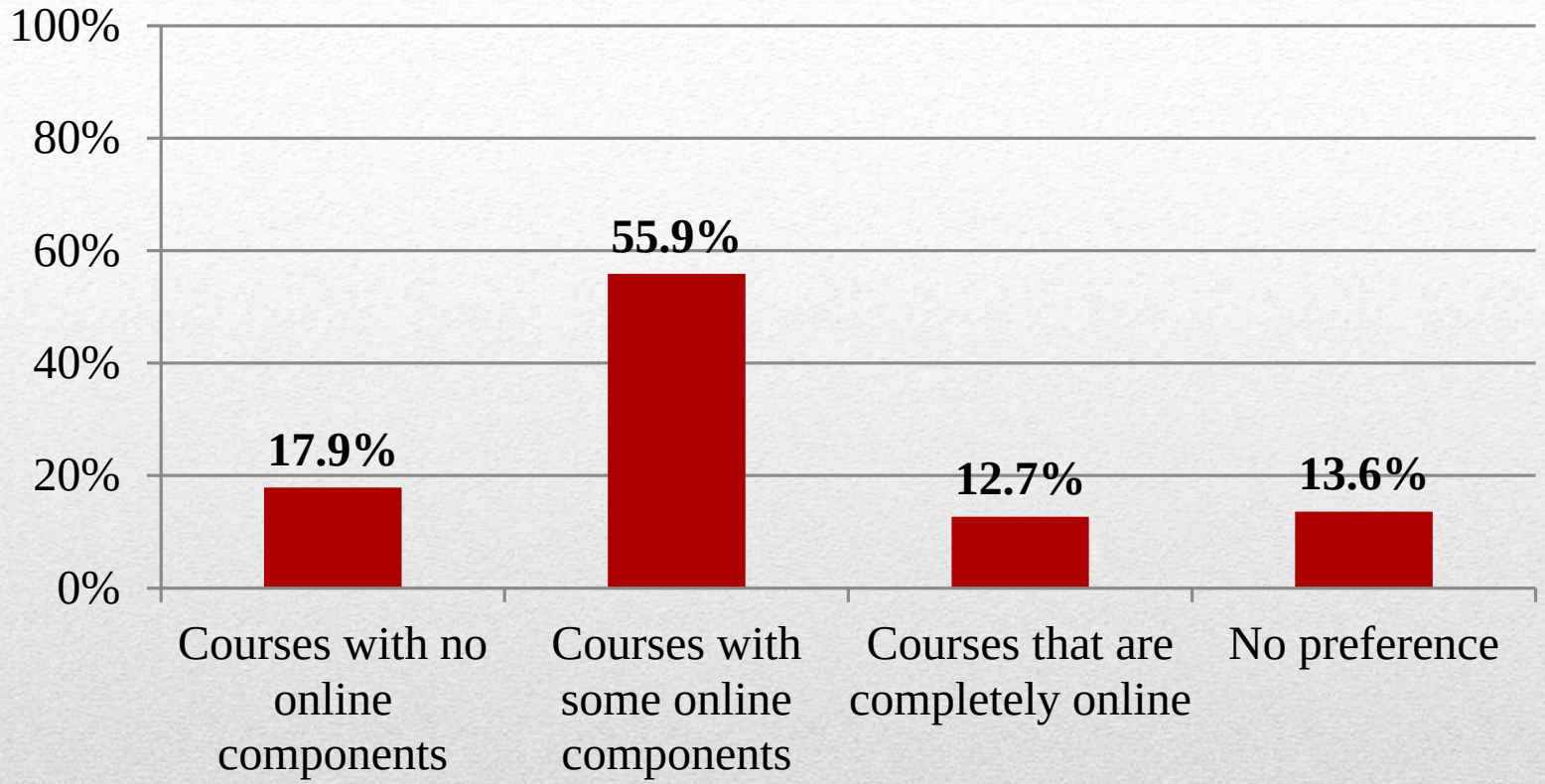


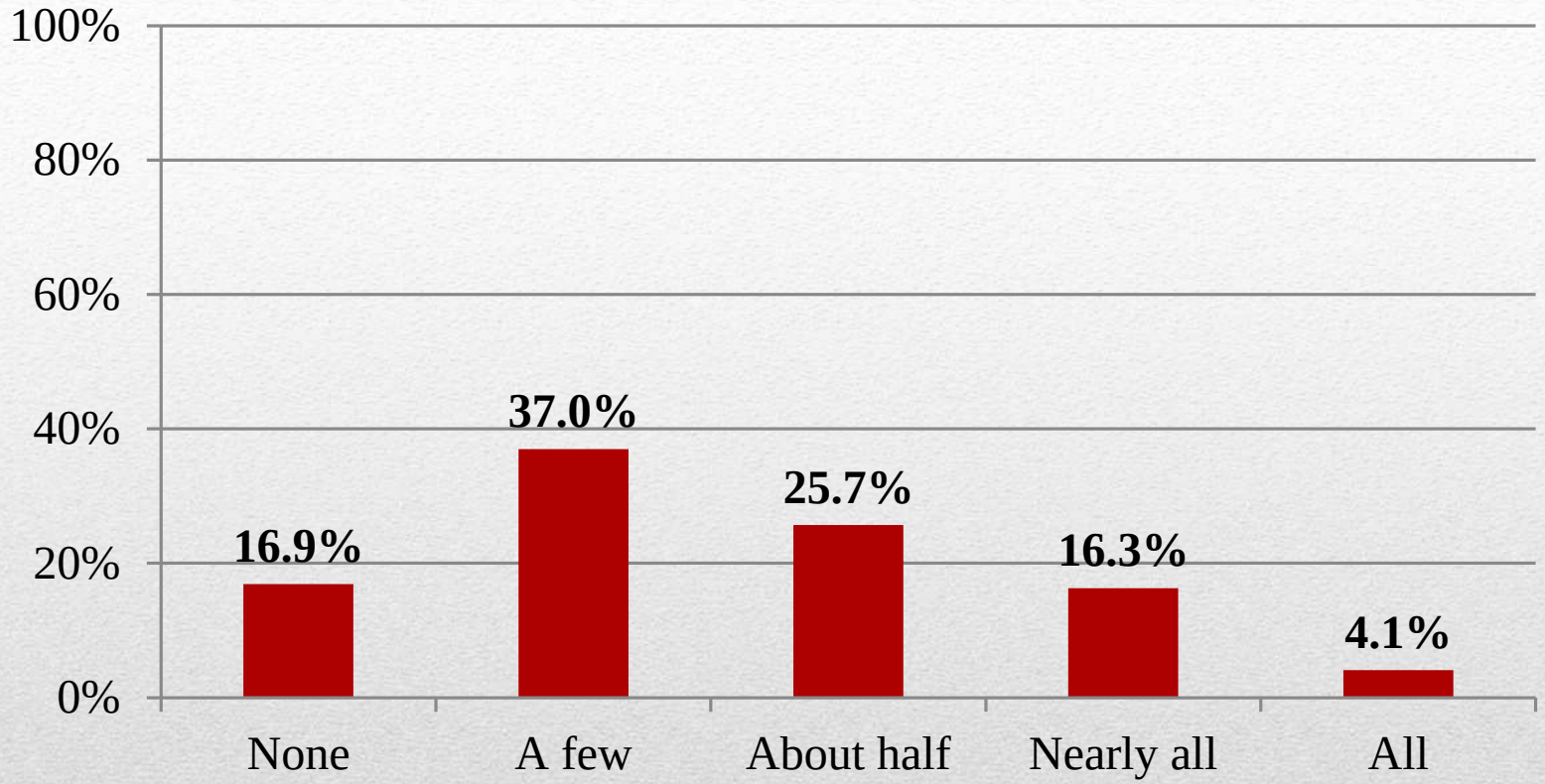
Which *resources/tools* do you wish your instructors used less…or more?

LEARNING ENVIRONMENTS

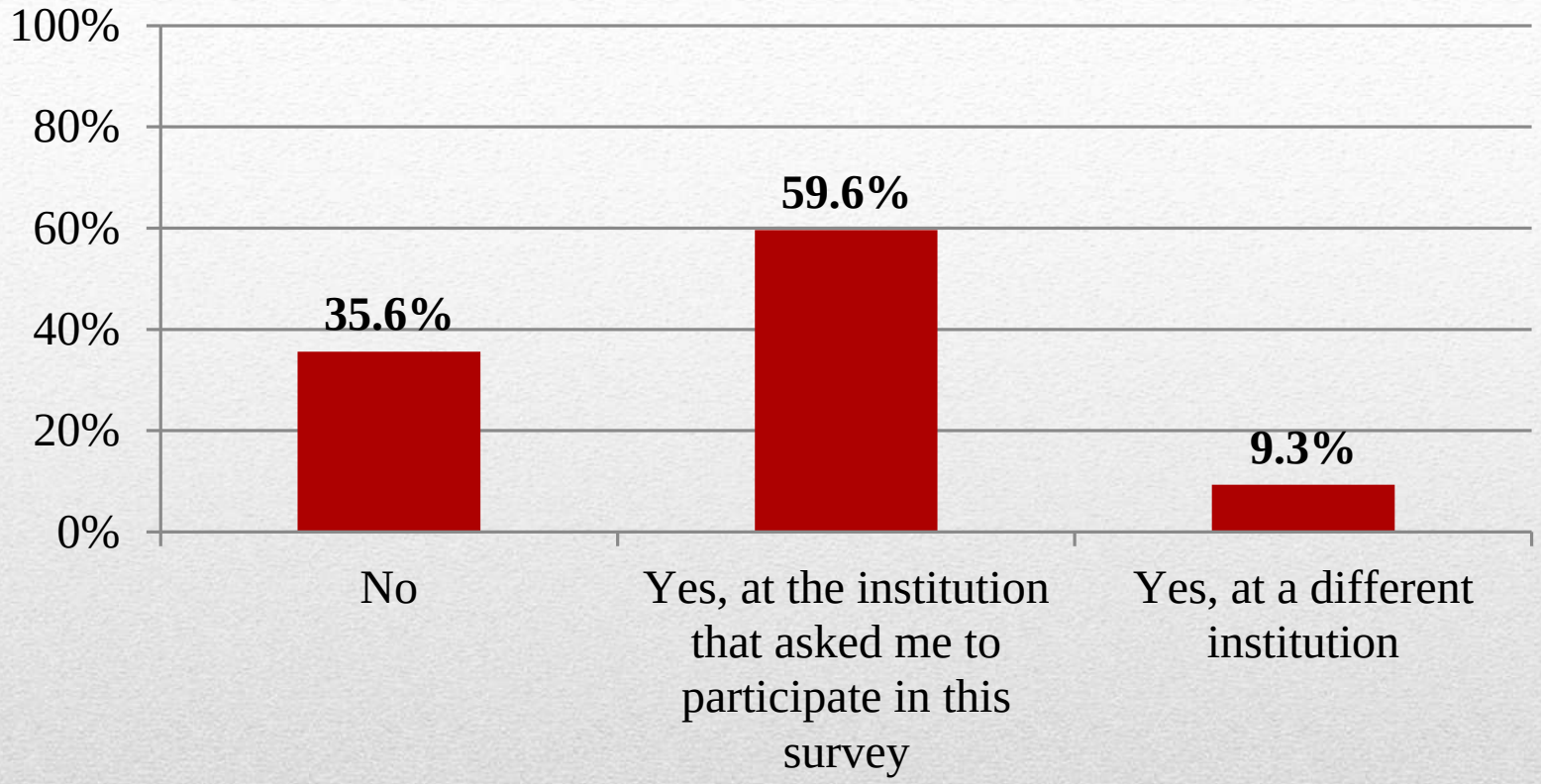
Slides 51 to 69



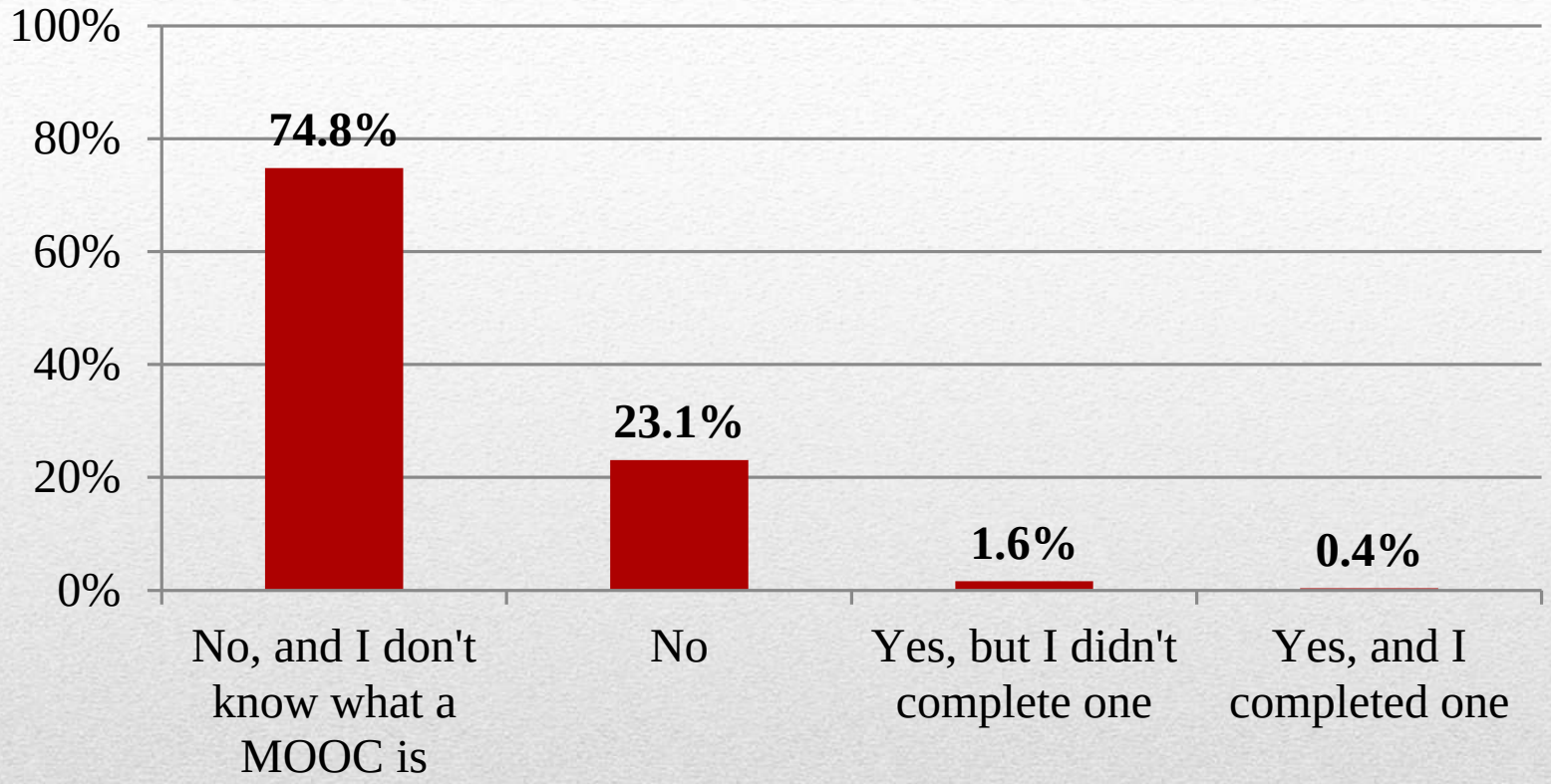
In what type of learning environment do you tend to learn most?



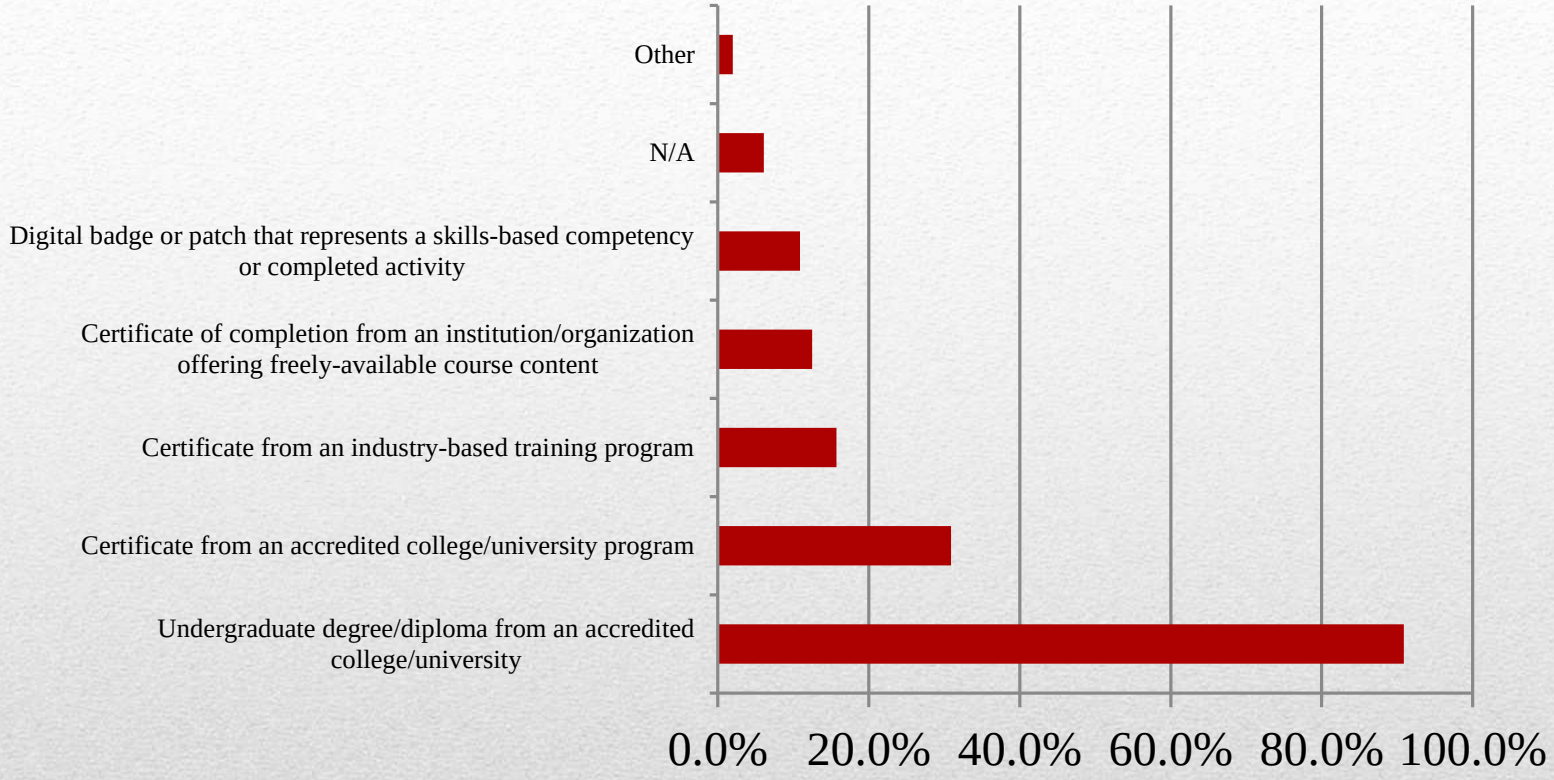
In the past year, how many of your courses have been "blended" courses (with some online components and some face-to-face components)?



In the past year, have you taken a completely online course?

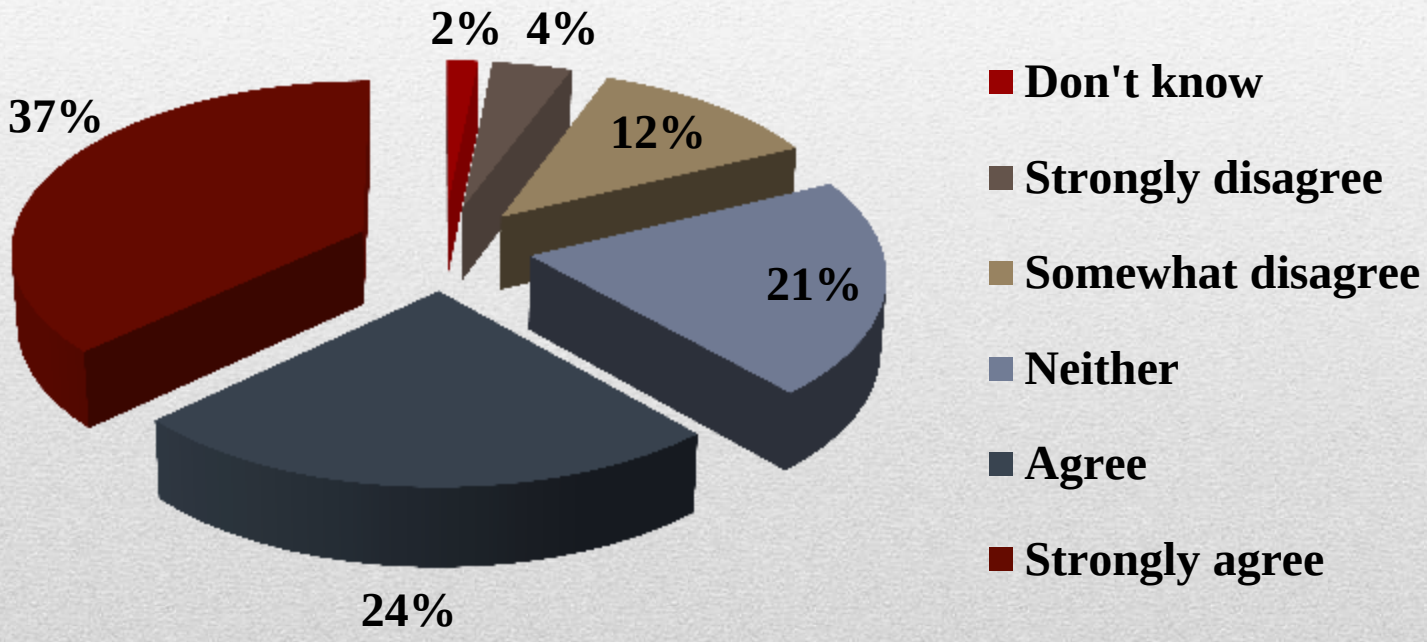


In the past year, have you taken a MOOC (massive open online course) through any institution/organization?



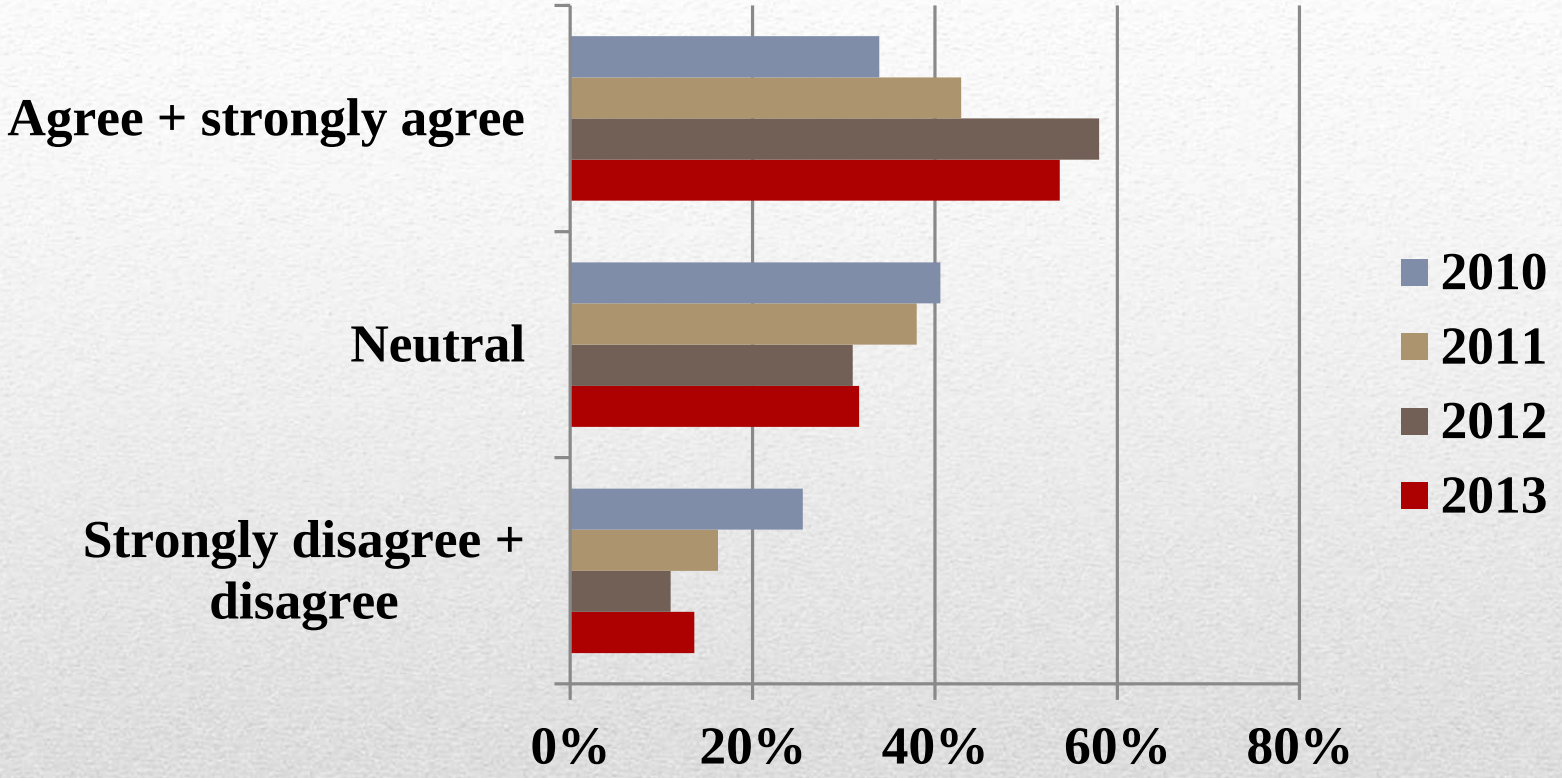
When you think about documenting the skills you gain during your higher education experiences, which of these would you include in your application portfolio for *an employment interview?*

I like to keep my academic life and my social life separate.

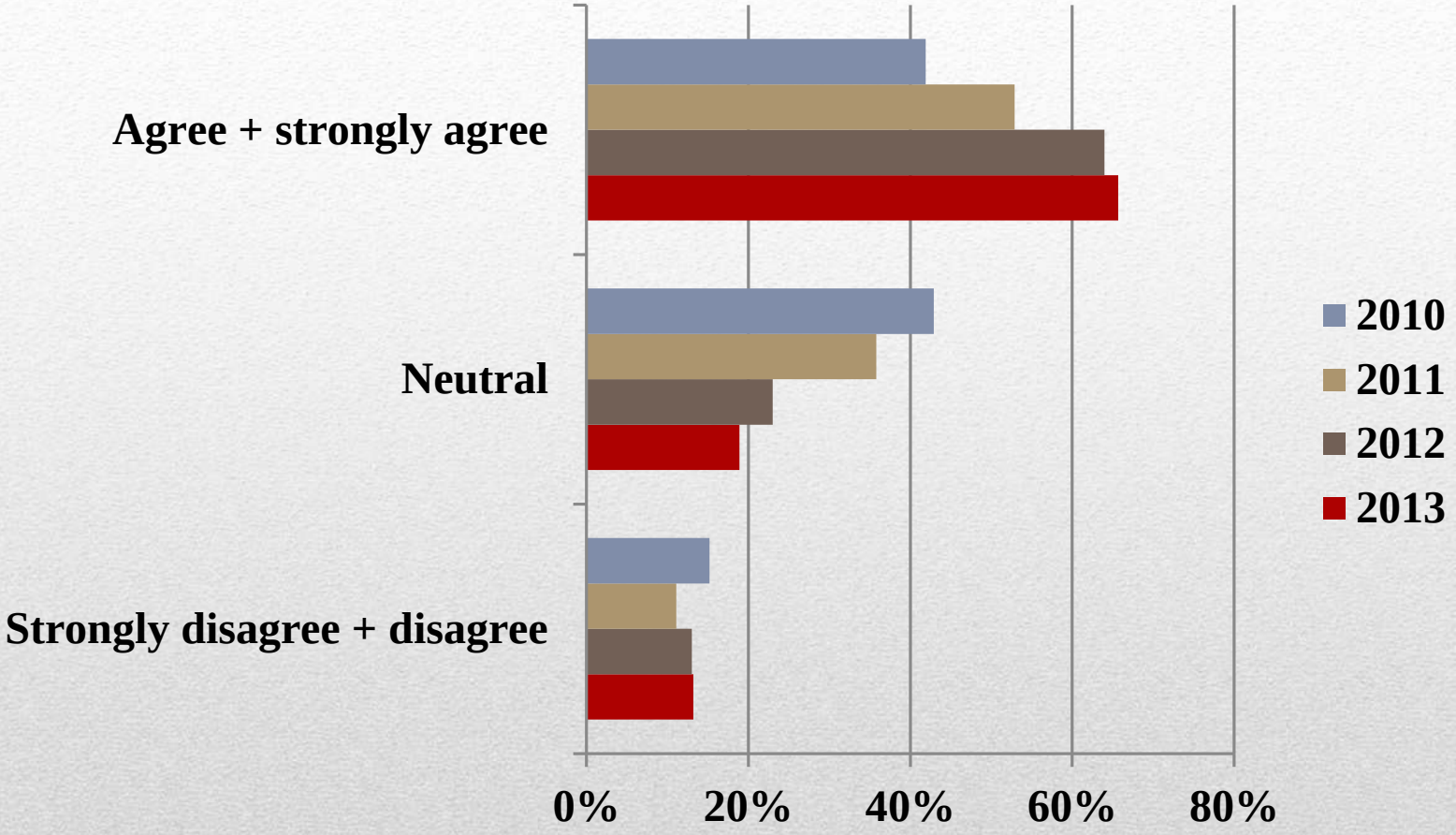


On the final few slides are several statements to which students were asked to agree or disagree.

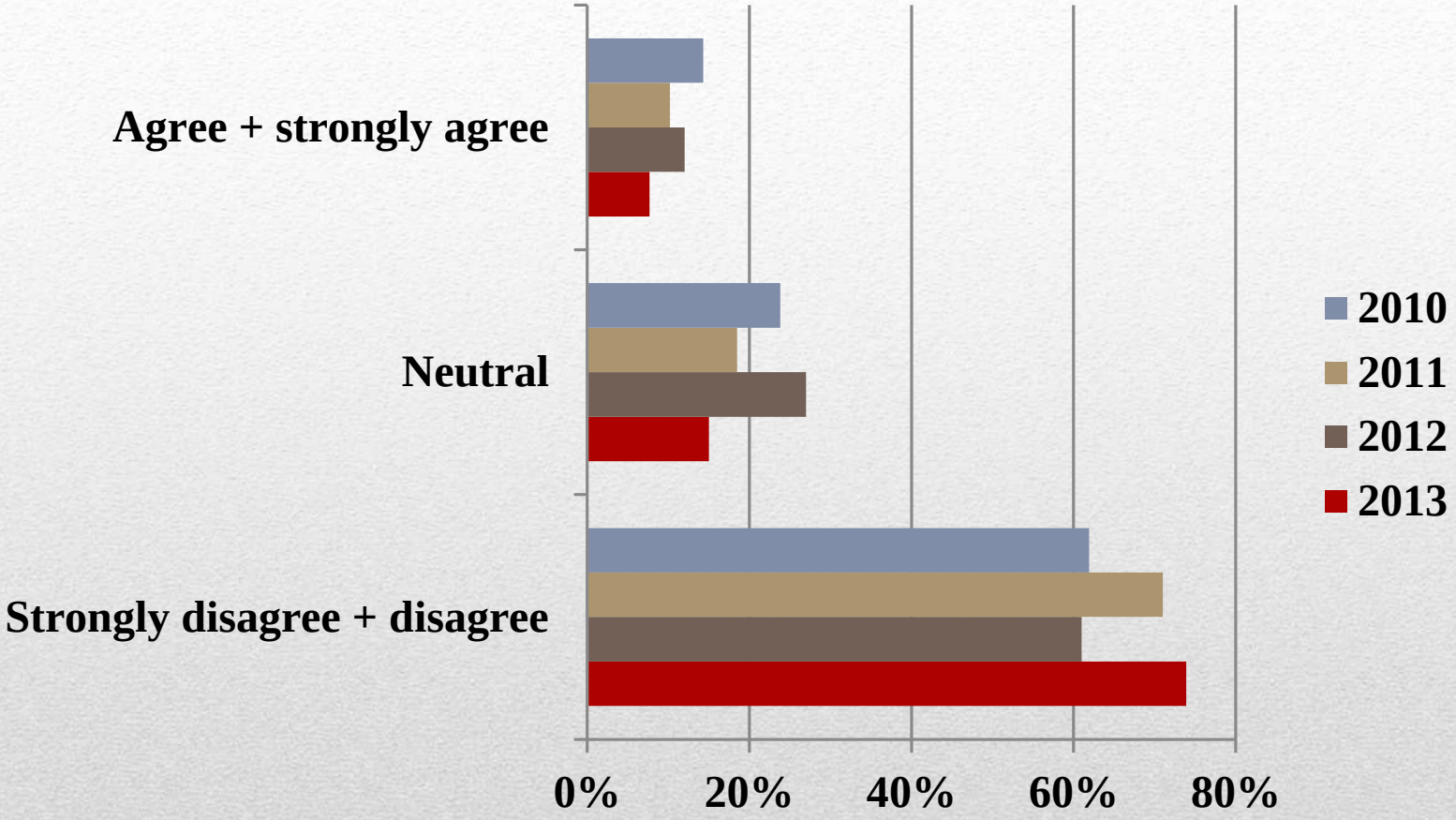
Comparison to previous years' data is made when possible.



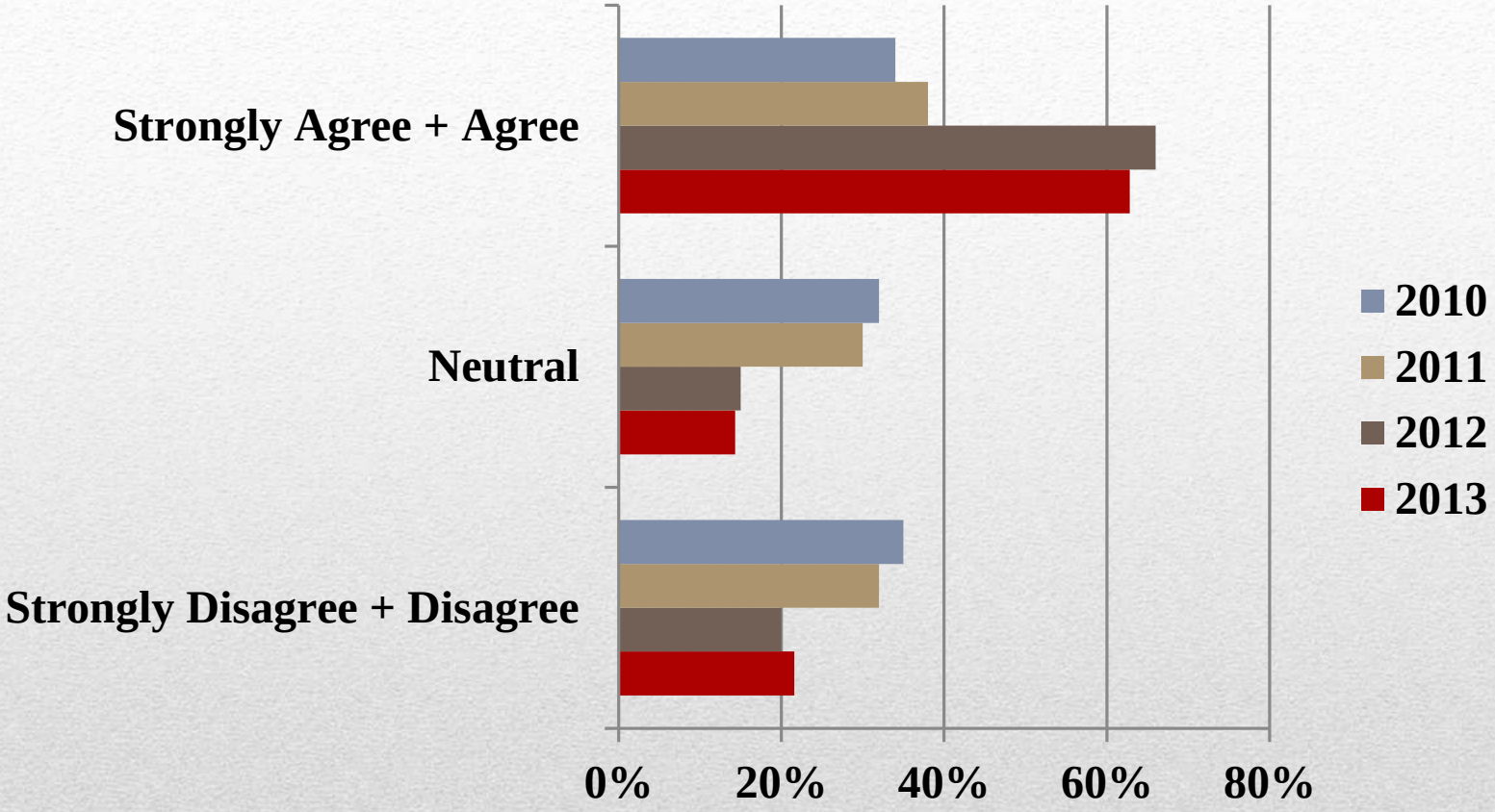
I get more actively involved in courses that use IT.



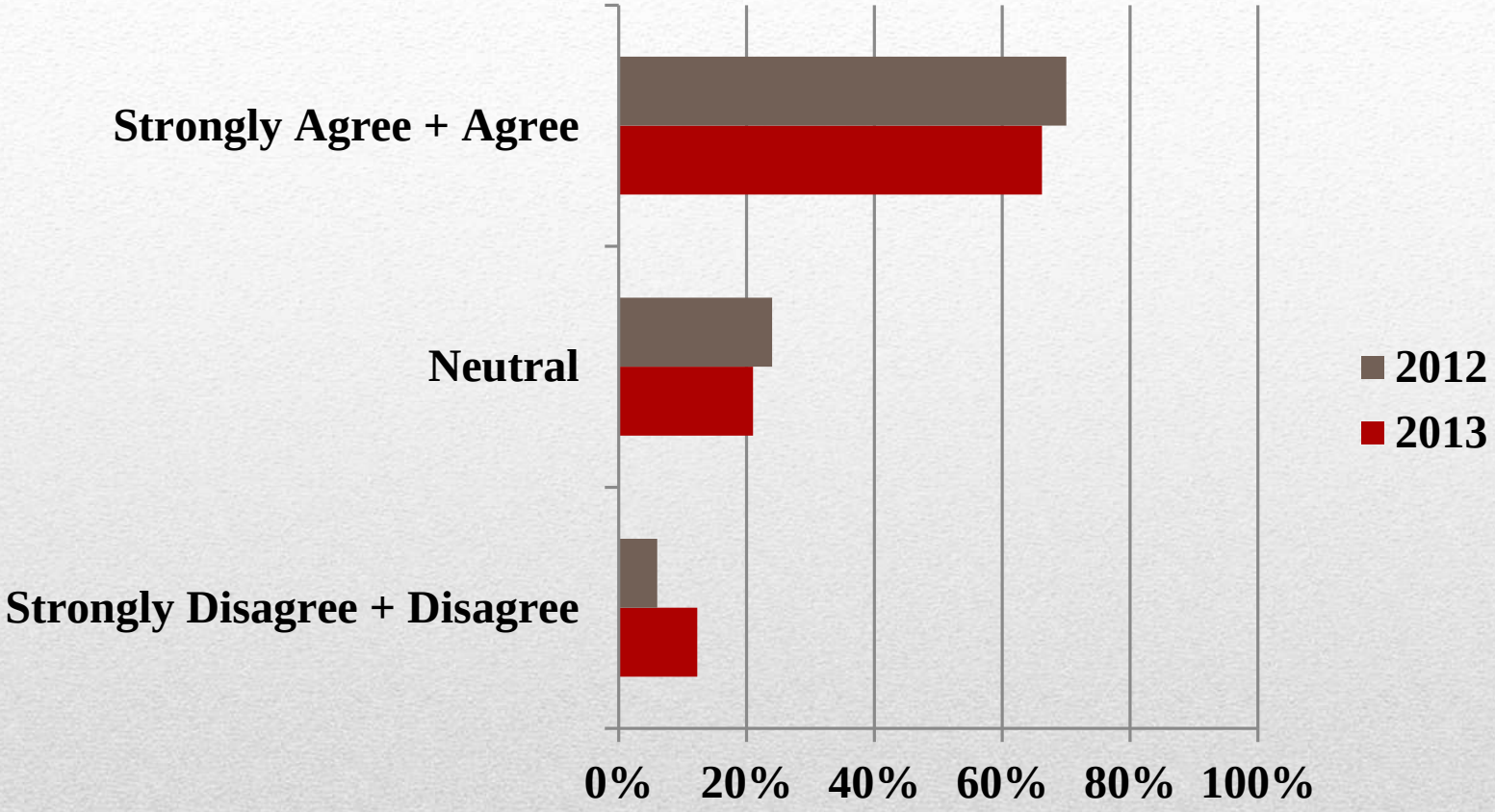
By the time I graduate, the IT I have used in my courses will have adequately prepared me for the workplace.



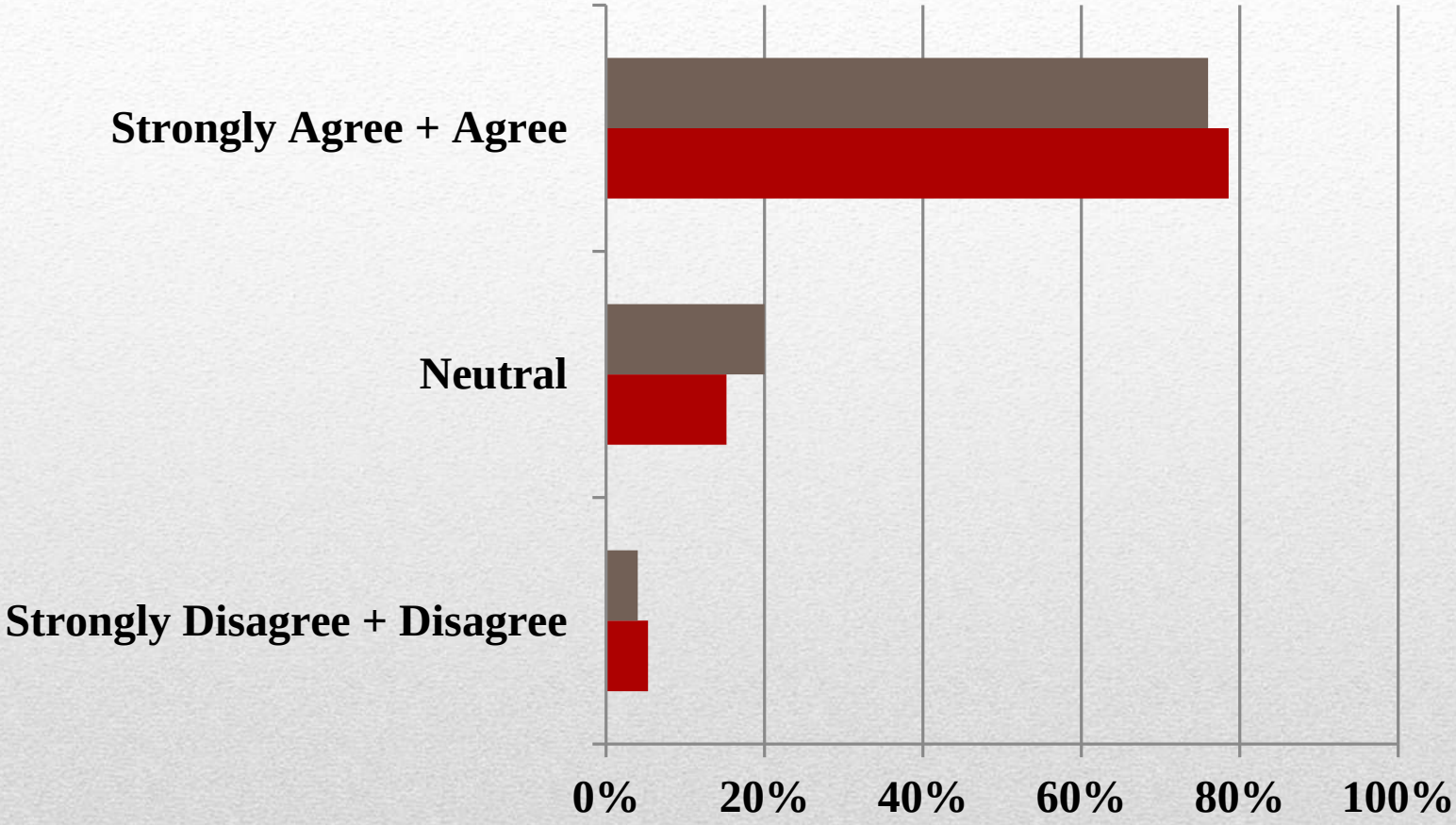
I skip classes when materials from course lectures are available online.



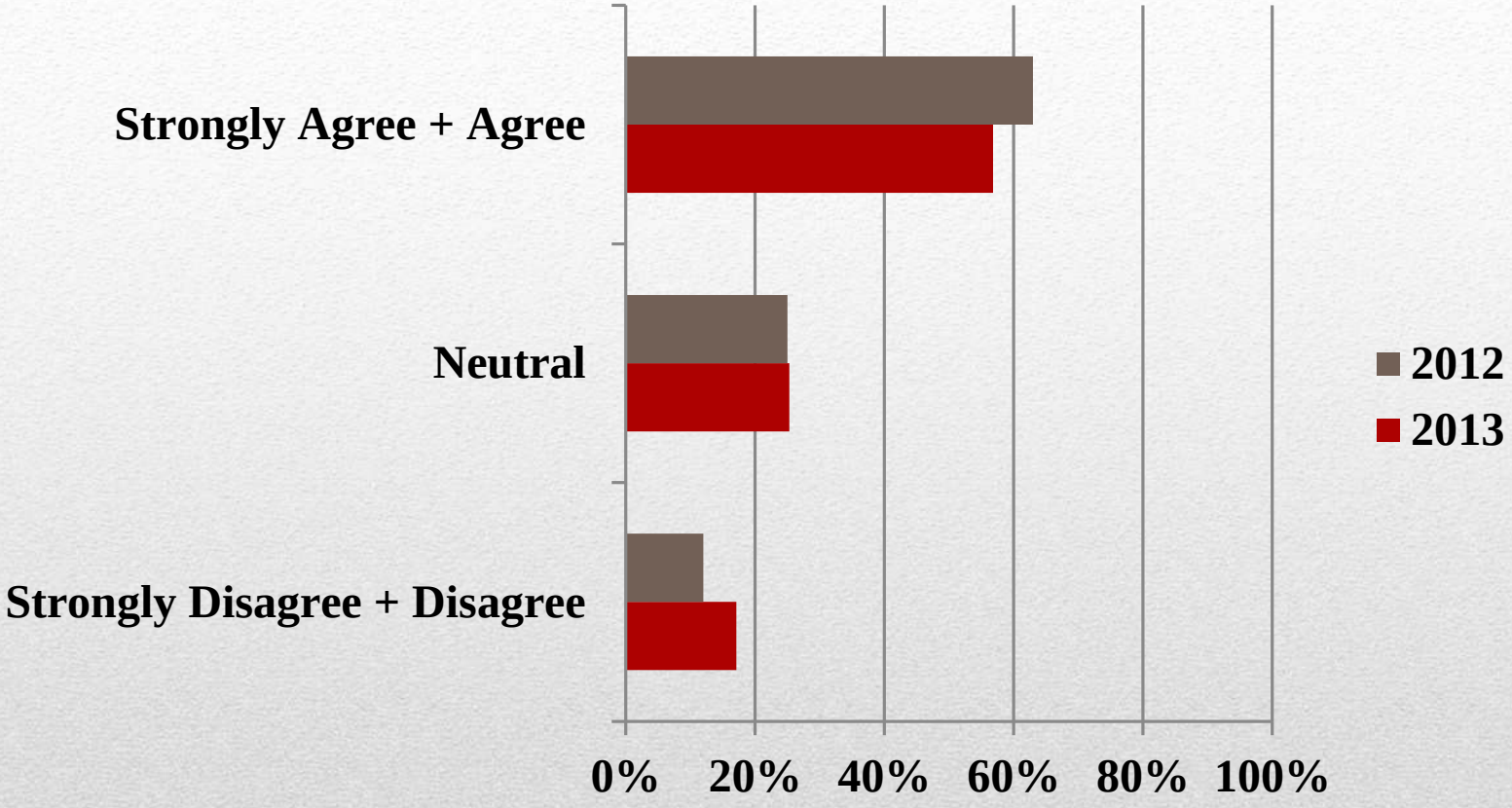
When I entered college, I was adequately prepared to use IT as needed in courses.



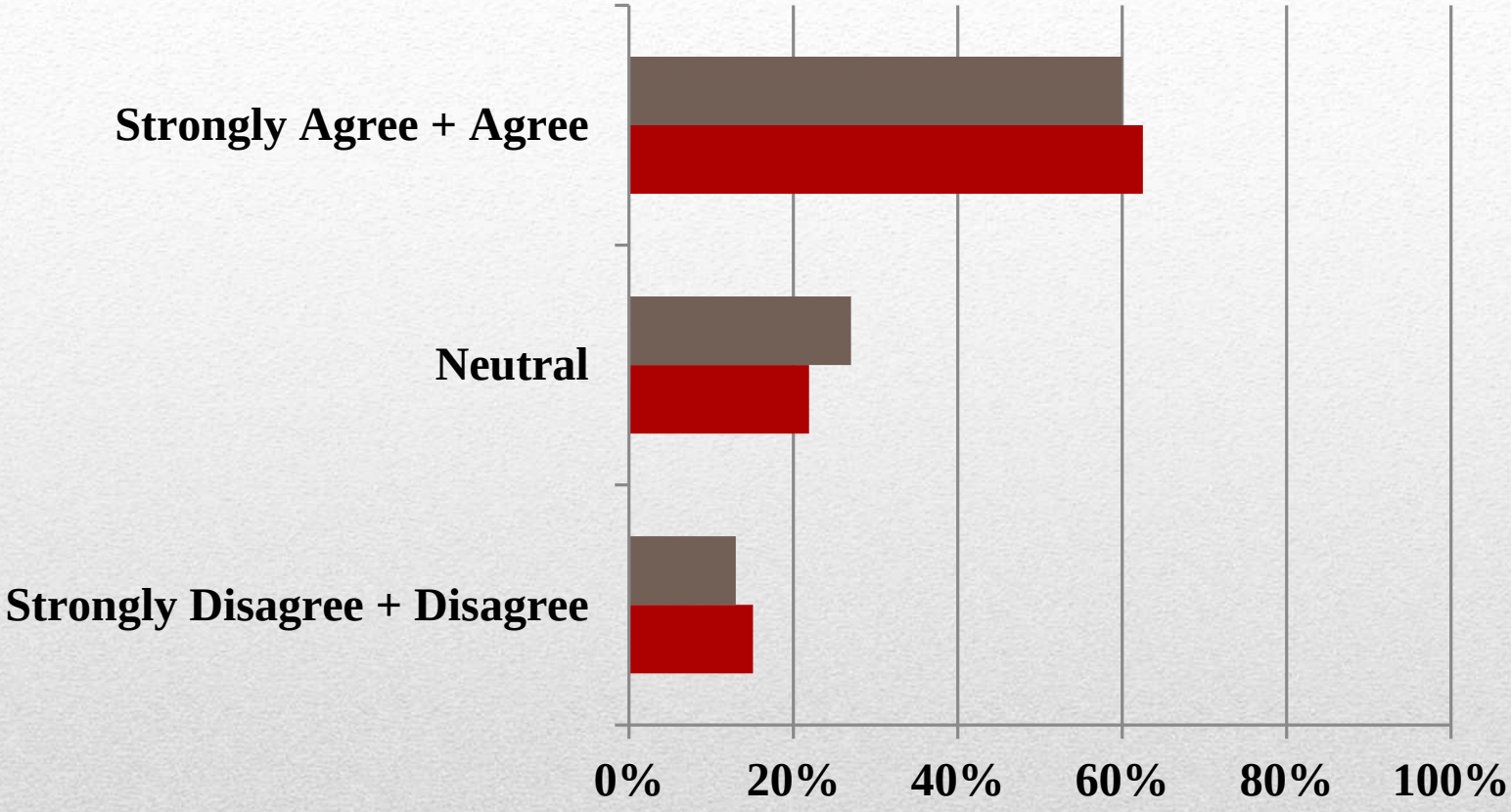
Technology makes me feel more connected to what's going on at the college/university.



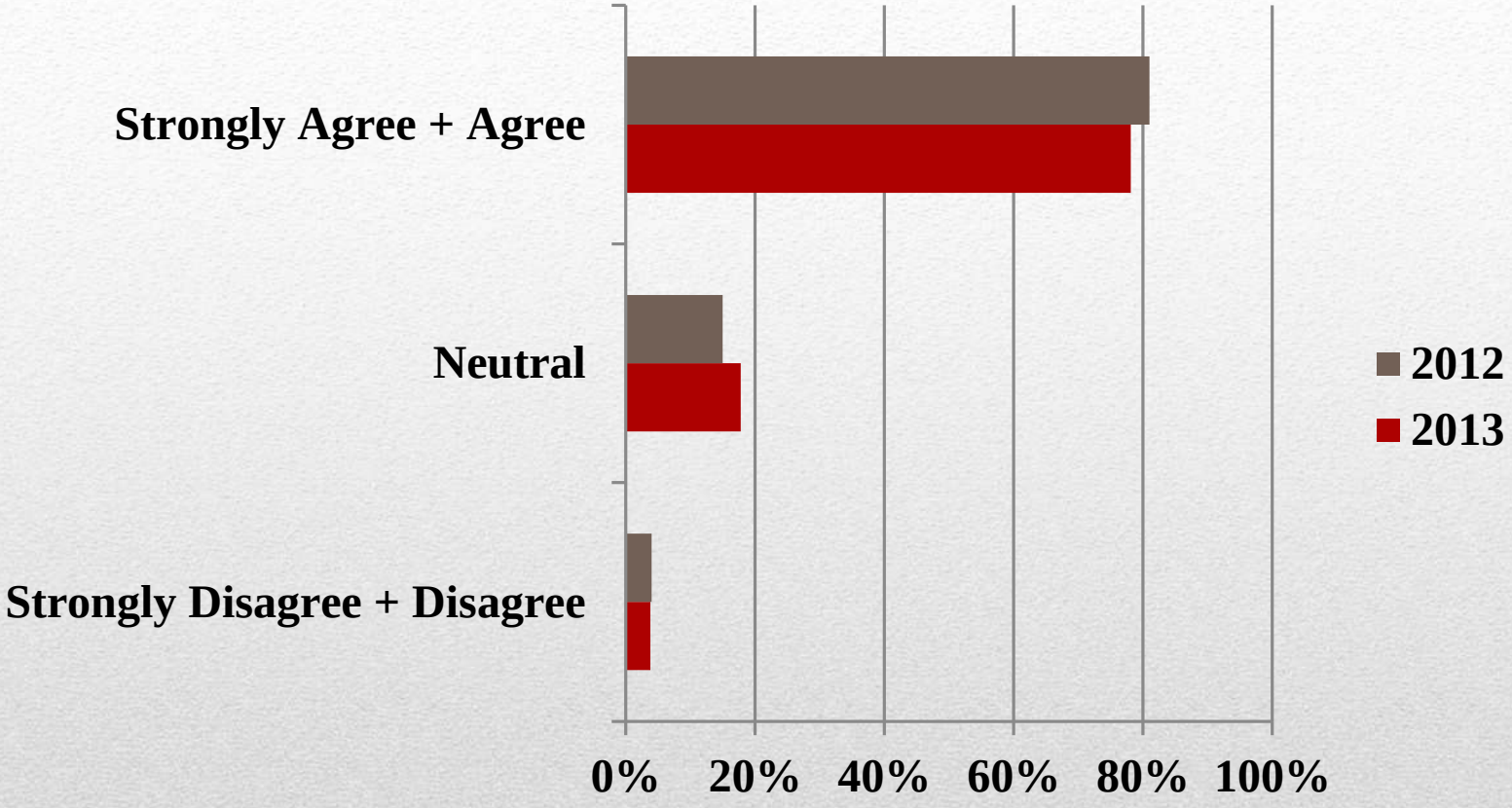
Technology better prepares me for future educational plans (e.g., getting into graduate school)



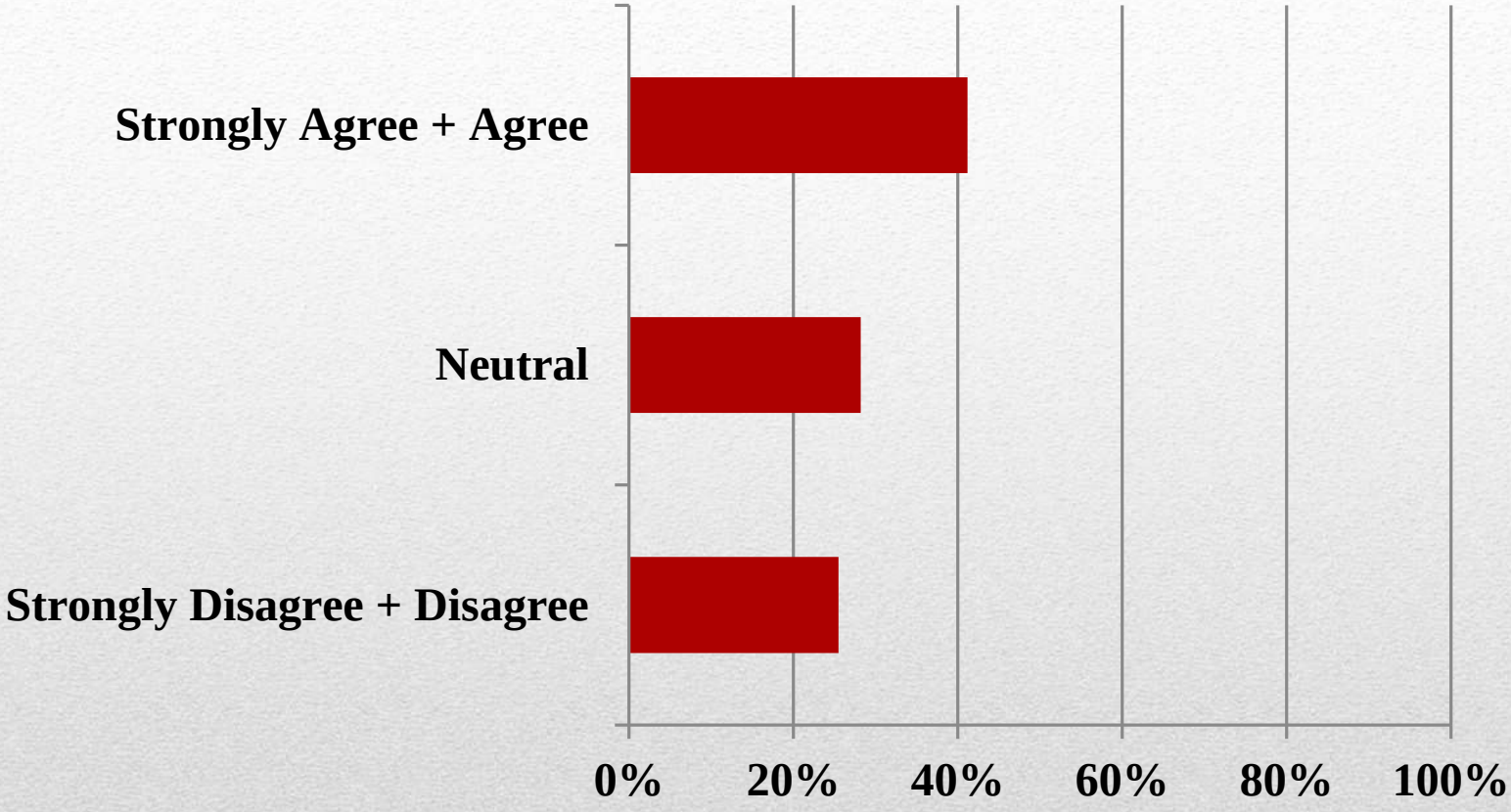
Technology makes me feel connected to other students.



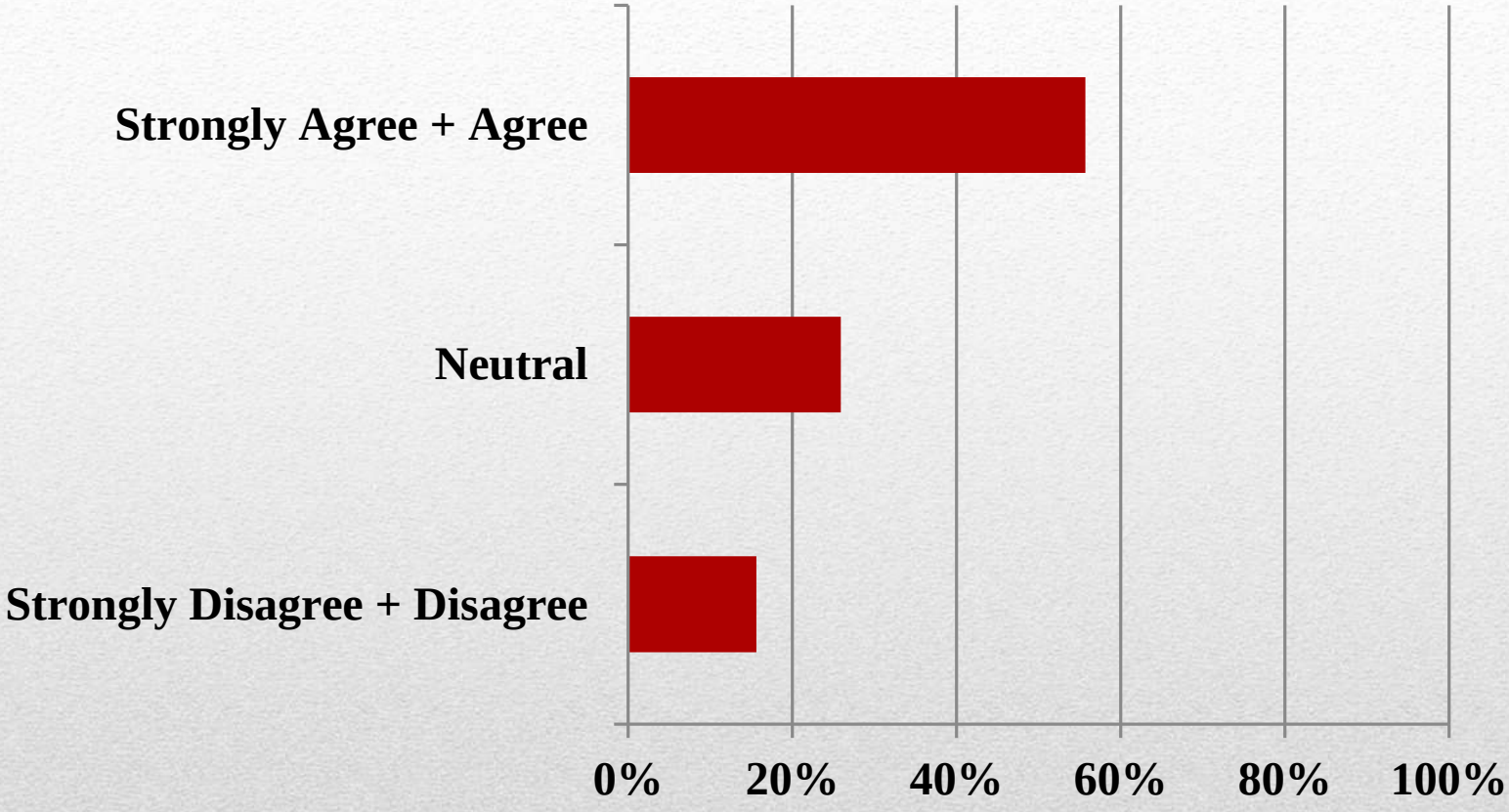
Technology makes me feel connected to professors.



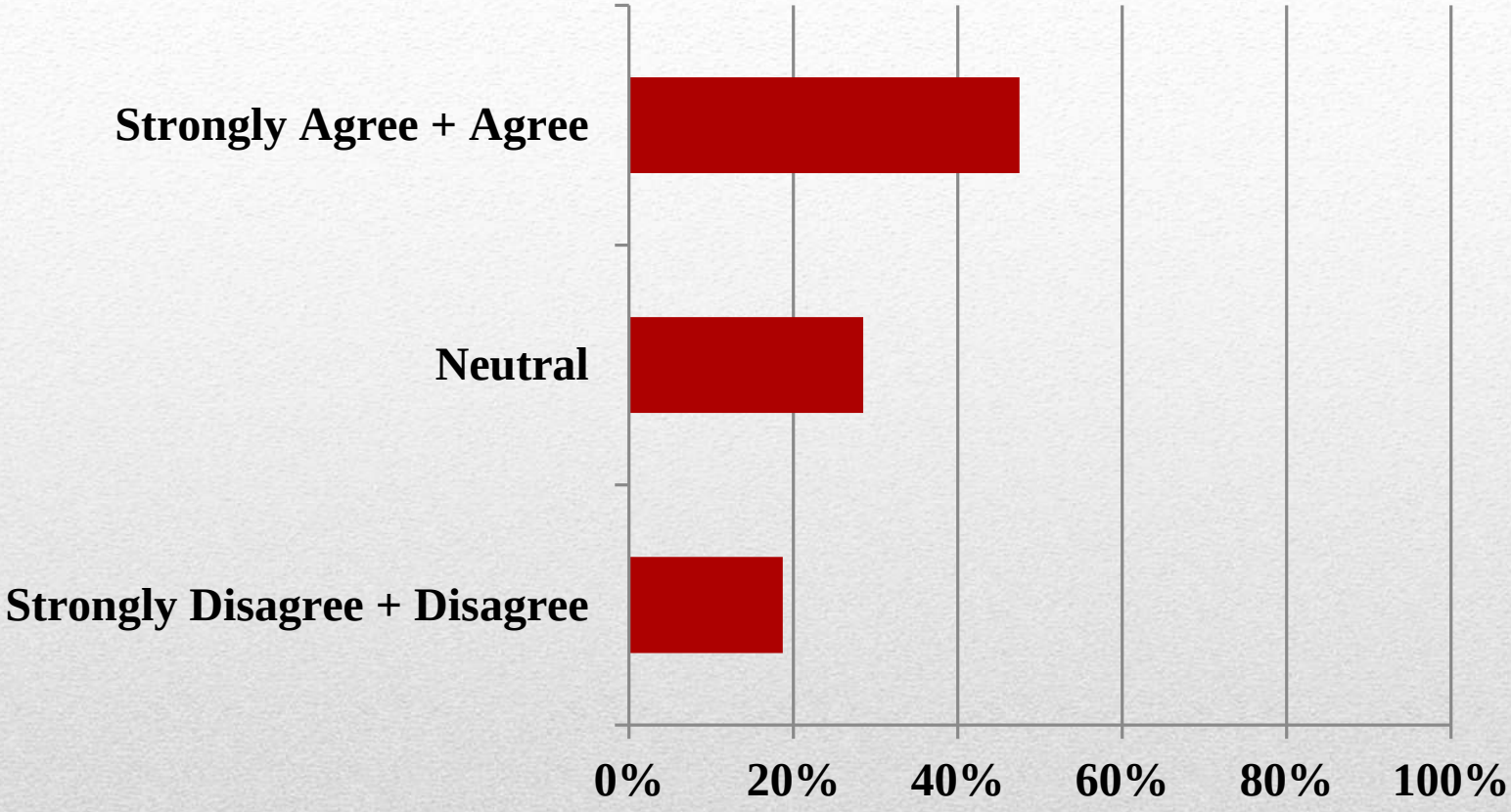
Technology helps me achieve my academic outcomes.



Mobile devices in class can enhance learning.



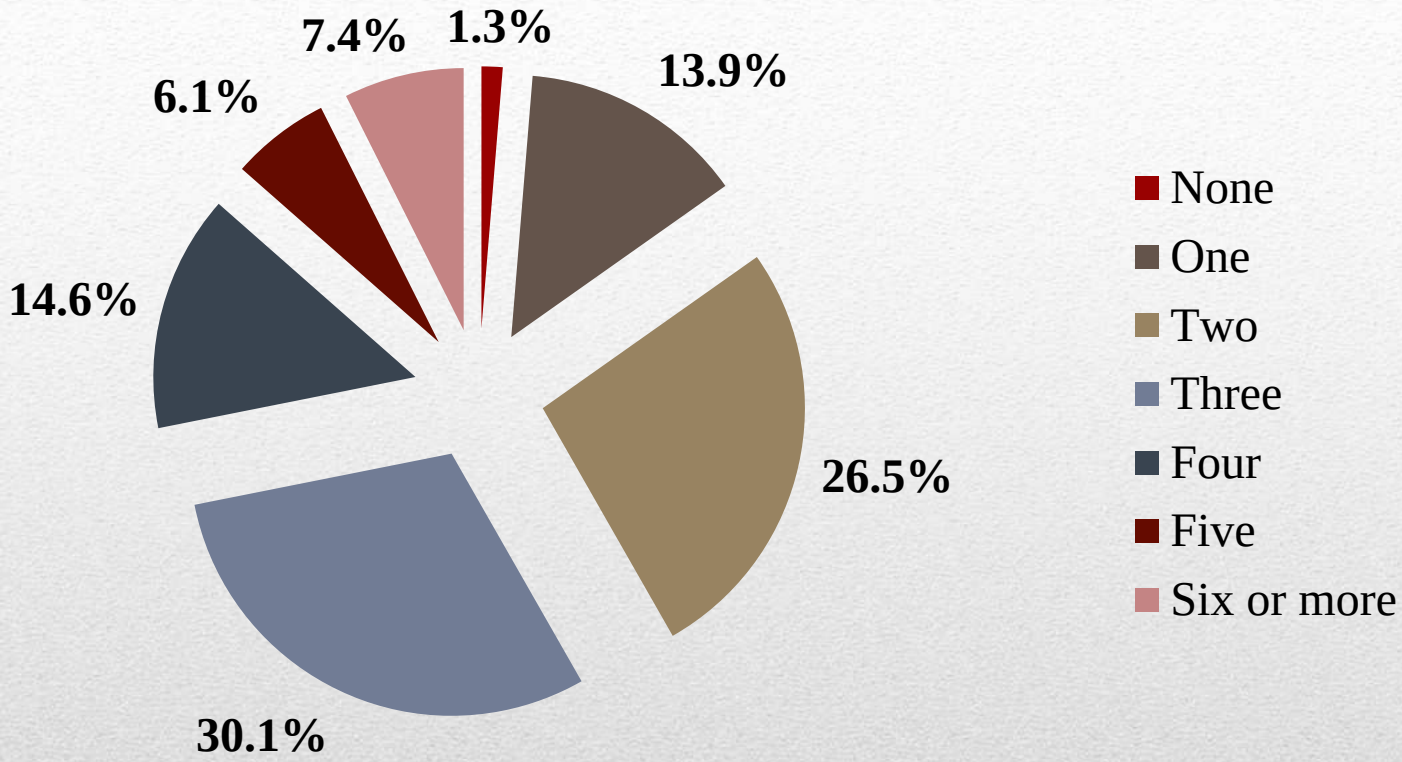
I am more likely to get involved in a campus activity when made aware of it through technology.



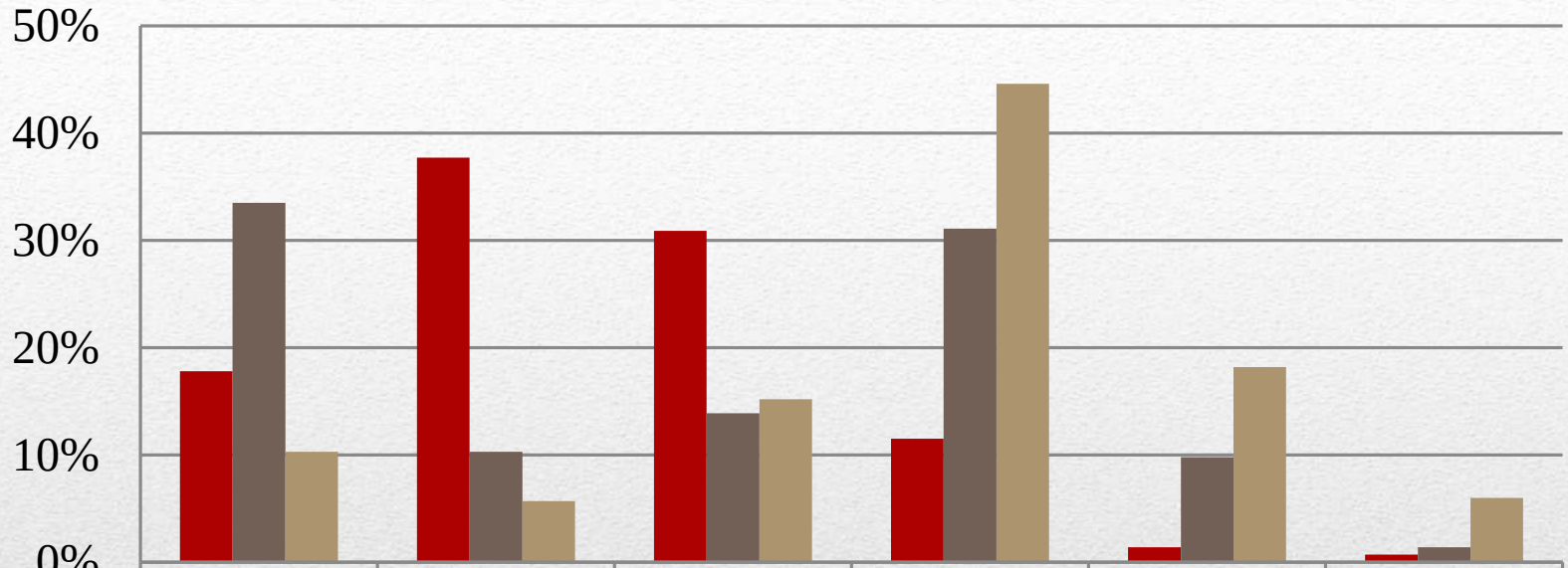
Technology makes my education more affordable.

YOUR PERSONAL COMPUTING ENVIRONMENT

Slides 71 to 74



How many Internet-capable devices do you own?



	N/A	Banned from using in class	Discouraged from using in class	Neither discouraged nor encouraged	Encouraged to use it in class	Required to use it in class
Smartphone	18%	38%	31%	12%	1%	1%
Tablet or iPad	34%	10%	14%	31%	10%	1%
Laptop	10%	6%	15%	45%	18%	6%

What is your typical in-class experience with the following devices?

Response	% respondents who checked this response
To look up information relevant to the lecture/discussion	60.6
To participate in class-related activities/discussions	27.8
To record my instructors	44.3
To photograph information	45.2
To access digital resources	36.0
N/A; A smartphone is not an effective learning tool	22.9
Other	4.1

How is a *smartphone* an effective learning tool during your classes (or how would it be)? Select all that apply.

Response	% checked
Cost of the device	24.8
Cost of the data service	27.8
Device usability issues (small screen, keyboard, etc.)	27.8
Inadequate battery life	33.6
Limited access to the network	26.9
Slow network connection	29.0
Lack of applications that are useful to me	20.3
Cost of applications that are useful to me	18.5
Concern about security/privacy problems of mobile technology	13.3
Concern about potential health problems of mobile technology	4.0
N/A; A smartphone is not an effective learning tool	15.2
Other	10.0

Regardless of whether you own one, which of the following issues keeps you from using a *smartphone* as an academic tool? Select all that apply.

For questions regarding the ECAR 2013 study of students & technology at UNCP

Contact Dr. Beverly King, Office of Institutional Effectiveness, beverly.king@uncp.edu